

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS**  
**UNDER THE**

**CSP Non-SEA Planning, Program Design, and Implementation (84.282B)**

**CFDA # 84.282B**

**PR/Award # U282B130063**

**Grants.gov Tracking#: GRANT11449129**

OMB No. 1894-0006, Expiration Date: 09/30/2014

Closing Date: Jul 12, 2013

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="07/12/2013"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Catalyst Schools"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="20-4069346"/>	* c. Organizational DUNS: <input type="text" value="7833482250000"/>	
<b>d. Address:</b>		
* Street1:	<input type="text" value="6727 South California Avenue"/>	
Street2:	<input type="text"/>	
* City:	<input type="text" value="Chicago"/>	
County/Parish:	<input type="text" value="Cook"/>	
* State:	<input type="text" value="IL: Illinois"/>	
Province:	<input type="text"/>	
* Country:	<input type="text" value="USA: UNITED STATES"/>	
* Zip / Postal Code:	<input type="text" value="60629-1816"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text" value="Mr ."/>	* First Name:	<input type="text" value="Gordon"/>
Middle Name:	<input type="text"/>	
* Last Name:	<input type="text" value="Hannon"/>	
Suffix:	<input type="text"/>	
Title:	<input type="text" value="Chief Executive Officer"/>	
Organizational Affiliation:	<input type="text" value="Catalyst Schools"/>	
* Telephone Number: <input type="text" value="773-897-5815"/>	Fax Number:	<input type="text" value="773-897-5821"/>
* Email:	<input type="text" value="GHannon@catalystschools.org"/>	

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282

CFDA Title:

Charter Schools

**\* 12. Funding Opportunity Number:**

ED-GRANTS-061113-001

\* Title:

Office of Innovation and Improvement (OII): Charter Schools Program Non-State Educational Agencies (Non-SEA) Planning, Program Design, And Initial Implementation Grant CFDA Number 84.282B

**13. Competition Identification Number:**

84-282B2013-2

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Implementation of Catalyst-Maria Charter Elementary and High School

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="192,414.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="192,414.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Robert Marovich</p>	<p>* TITLE</p> <p>Chief Executive Officer</p>
<p>* APPLICANT ORGANIZATION</p> <p>Catalyst Schools</p>	<p>* DATE SUBMITTED</p> <p>07/12/2013</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name: Catalyst Schools

\* Street 1: 6727 South California Avenue    Street 2: \_\_\_\_\_

\* City: Chicago    State: IL: Illinois    Zip: 60629

Congressional District, if known: IL-001

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> U.S. Department of Education	<b>7. * Federal Program Name/Description:</b> Charter Schools
	CFDA Number, if applicable: 84.282

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
---	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name Not applicable    Middle Name \_\_\_\_\_

\* Last Name Not applicable    Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_    Street 2 \_\_\_\_\_

\* City \_\_\_\_\_    State \_\_\_\_\_    Zip \_\_\_\_\_

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix \_\_\_\_\_ \* First Name Not applicable    Middle Name \_\_\_\_\_

\* Last Name Not applicable    Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_    Street 2 \_\_\_\_\_

\* City \_\_\_\_\_    State \_\_\_\_\_    Zip \_\_\_\_\_

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature: Robert Marovich

\* Name: Prefix Mr.    \* First Name Gordon    Middle Name \_\_\_\_\_  
\* Last Name Haonnon    Suffix \_\_\_\_\_

Title: Chief Executive Officer    Telephone No.: 773-897-5815    Date: 07/12/2013

<b>Federal Use Only:</b>	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # U282B130063

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

## Optional - You may attach 1 file to this page.

Section 427 Statement.pdf

Add Attachment

Delete Attachment

View Attachment

## Section 427 of GEPA Statement – Catalyst Schools

Students are welcome and included at all Catalyst Schools, including Catalyst-Maria, regardless of gender, race, national origin, color, age, and disability/special need. Similarly, Catalyst hires teachers and staff without regard to gender, race, national origin, color, age or disability. Catalyst follows all Equal Opportunity guidelines in its hiring practices. Catalyst school buildings, including Catalyst-Maria, meet all ADA requirements and comply with all non-discriminatory practices required by law. The schools' policies prohibit discriminatory behavior. The following are two examples of barriers that could prevent students of Catalyst-Maria from full participation and Catalyst-Maria's response to ensure full participation.

Area families may believe that Catalyst-Maria is unable to accept their sons or daughters with physical or intellectual disabilities, or because their dominant language is other than English. In response, Catalyst informs parents and the community, through public advertising and at open houses, that its network of schools serves *all* children, including those with special needs. Marketing materials are available in English and Spanish. Catalyst-Maria also advises local elementary schools that it is open to accepting children with special needs who could benefit from a different environment and educational approach. English Language Learners (ELL) are not assigned to special education because of a lack of English proficiency. Parents whose English proficiency is limited receive information from Catalyst-Maria in their native language to encourage their participation. Parental outreach is sometimes conducted through home visits by a school official and an interpreter.

Parents may also be concerned that their physically or intellectually disabled child will not receive the same quality of education that non-disabled Catalyst-Maria scholars receive. Nothing could be further from the truth. First, since every Catalyst-Maria scholar develops his or her Personalized Goals for Achievement (PGA) at the start of the year, no child feels academically isolated or out of the mainstream. Instruction for all Catalyst-Maria children is individualized and addresses specific needs for gifted students as well as those with special needs. Students with disabilities are expected to participate in, and receive credit for, nonacademic, extracurricular, and ancillary programs and activities with all other students to the extent allowed by their IEP. Students with disabilities receive all notices concerning school-sponsored programs, activities and services.

In addition, all Catalyst-Maria scholars, including those with disabilities, ELL, and other special needs, have access to the school's on-site social worker, who offers case management. A certified Special Education professional is available during the school day to work with special needs students and to consult with teachers about appropriate content and approaches for them.

The Catalyst-Maria Community Outreach coordinator ensures disabled and STLS (homeless) students get to school or otherwise receive the support necessary for their ongoing progress. If the school is unable to provide services directly to the extent necessary, it relies on its LEA, the Chicago Public Schools, to provide them. If necessary and feasible, Catalyst-Maria contracts with one or more appropriately certified or licensed individuals to provide services, under the school's guidance and direction. In the end, Catalyst-Maria removes all barriers preventing students from succeeding in a general education curriculum.

---

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b> <input style="width: 90%;" type="text" value="Catalyst Schools"/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 100px;" type="text" value="Mr."/>	* First Name: <input style="width: 200px;" type="text" value="Gordon"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Hannon"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Chief Executive Officer"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Robert Marovich"/>	* DATE: <input style="width: 150px;" type="text" value="07/12/2013"/>

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

**Abstract:** The Catalyst Schools – Catalyst-Maria  
6727 South California Avenue, Chicago, IL 60629  
CONTACT: Mr. Gordon Hannon, Chief Executive Officer: (773) 897-5815  
[GHannon@catalystschools.org](mailto:GHannon@catalystschools.org)

Organized in 2006 as an adaptation of Chicago's private, free-tuition San Miguel Schools for the public school sector, the Catalyst Schools is a network of high-performing, values-based, college-preparatory charter schools located in the city's North Lawndale, Austin, and Chicago Lawn neighborhoods. Catalyst's goal is to assist youth living in areas of high poverty and low quality school choice to meet or exceed grade level in the core subjects, graduate from a high school with a track record of college placement, and go on to earn a college degree.

Although it is a young charter network, Catalyst Schools is demonstrating the ability to prepare students for success in high school and college. Of 328 high school-age alumni of Catalyst-Howland and Catalyst-Circle Rock, 324, or 98.7 percent, remain on track to graduate from high school on time, 24 percentage points higher than the Chicago Public Schools average and about double the average of the surrounding communities. In the past two years, 100 percent of the graduating eighth grade classes from its Howland and Circle Rock charter schools have been accepted to high schools with track records of college placement. Nine of the first thirteen Catalyst graduates are in college and two more are anticipated to enter college this fall.

Catalyst-Maria, the third Catalyst school, was organized after the Chicago Public Schools and the Illinois Facilities Fund identified Chicago Lawn as a community in critical need of quality elementary and high schools, and when the area's premier private high school, Maria High School, announced it would close in June 2013. Maria leadership invited Catalyst to develop a plan to open a free-tuition, K-12 coeducational charter school in the Maria High School building. CPS authorized the charter in December 2011 and Catalyst-Maria opened its doors in September 2012 with an initial offering of K-5 and grade nine. In September 2013, Catalyst-Maria will add sixth grade and open the remainder of its high school, for a total of 850 scholars. It will grow to a maximum enrollment of 1,100 scholars, K-12, by fall 2015. The student population is 51 percent African American, 48 percent are Latino, and 1 percent Caucasian/other, with approximately 25 percent Special Education and 10 percent English Language Learners.

To complete the implementation of the K-12 Catalyst-Maria means ensuring scholars have the curriculum and materials they need to excel in the critical areas of literacy, math, and science. In addition, Catalyst-Maria wants to increase the representation of low-income African American and Latino students in engineering, technology, and the sciences by making the school a STEM school. The sixth through twelfth grade curriculum will include Project Lead The Way, sufficient computer and science laboratories to fully execute the program, and the Carnegie Learning Math Series and Singapore Math as additional tools for the math curriculum. Classroom libraries for 34 classrooms, K-12, will augment the school's commitment to literacy. With the support of the U.S. Department of Education Charter Schools Program, Catalyst-Maria will become the only charter school in Chicago to offer hands-on Project Lead the Way STEM education from middle school through high school. Most importantly, it will assist Chicago Lawn youth on their journey to be the first in their immediate families to earn a college degree and break the chains of poverty plaguing their families for generations.

## Project Narrative File(s)

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## **Introduction**

The Catalyst Schools in Chicago, Illinois, is a network of high-performing, values-based, college-preparatory K-8 charter elementary schools and one charter high school. The schools are located in three of Chicago's most economically distressed neighborhoods: North Lawndale and Austin on the West Side and Chicago Lawn on the Southwest Side. The Catalyst network was established in 2005 in response to invitations from then-Chicago Public Schools (CPS) CEOs Paul Vallas and Arne Duncan. While in office, Vallas and Duncan asked the Board of Directors of San Miguel Schools Chicago, and the school's co-founders, Gordon Hannon and Edmund Siderewicz, to replicate San Miguel's successful academic and values-based model of tuition-free private middle schools as charter schools that serve public school students in underserved areas of the city. Catalyst opened its first charter school, Catalyst-Howland, in North Lawndale in fall 2006 and Catalyst-Circle Rock in Austin in fall 2007. Today, Catalyst is a separate 501(c)(3) entity from San Miguel Schools Chicago. Hannon serves as Catalyst's CEO and Siderewicz is Vice Chair of the network's Board of Directors.

Chicago Lawn on the city's Southwest Side is a neighborhood where children experience the daily indignities and disappointments of poverty. More than 90 percent of Chicago Lawn children attending public elementary schools are eligible for free and reduced-price lunch under the Richard B. Russell National School Lunch Act. Further, many of the schools are overcrowded and underperforming. CPS identified Marquette Elementary at 65<sup>th</sup> and Richmond in Chicago Lawn as ripe for turnaround. Stagg Elementary, about three miles from the area, was another elementary public school considered for turnaround. That two of eight schools slated for turnaround were in or near Chicago Lawn suggested the area was ripe for change. This was hammered home further when an April 2009 report by the Illinois Facilities Fund (IFF), *The*

*Need for Performing Schools in Chicago's Neighborhoods*, named Chicago Lawn as among the city's top 25 communities needing elementary and high schools. Making matters worse, Maria High School, a private school that served the area successfully for more than a century and whose alumnae include Cook County (IL) State's Attorney Anita Alvarez and Illinois Supreme Court Justice Anne Burke, announced it would close its doors forever on June 30, 2013.

Since the Catalyst Schools' mission is to serve youth living in neighborhoods of high poverty and low quality school choice, it responded to an invitation from Maria High School leadership to replicate its successful charter program in Chicago Lawn. The proposed school was also in direct response to a special interest by the LEA, the Chicago Public Schools, in implementing educational change and choice on the city's Southwest Side. Additionally, the strategy of opening charter schools to fill gaps left by closing parochial schools in neighborhoods of high need has been an interest of Chicago Mayor Rahm Emanuel. A team of Catalyst Schools and Maria High School leaders skillfully developed a multi-year strategy to offer the same quality education that Maria provided but tuition-free, coeducational, and with a K-8 division.

In December 2011, CPS granted Catalyst a charter to open the K-12 **Catalyst-Maria Charter** in the Maria High School building.

Catalyst-Maria is opening in four incremental phases:

Fall 2012: K-5 and 9<sup>th</sup> grade (enrollment goal = 500; *year-end enrollment was 549*)

Fall 2013: K-6, 9-10 and 50 students each in grades 11-12 (enrollment goal = 800; *at 852 as of July 8, 2013*)

Fall 2014: K-7 and 9-12 (enrollment goal = 950)

Fall 2015: K-12 (enrollment goal = 1,100)

In 2012, Catalyst purchased the eight-acre campus on which the Catalyst-Maria facility is located from the Sisters of St. Casimir. The 198,000 square-foot school building at the corner of Marquette Road and California Avenue is clean, sturdy, and extremely well-maintained, with sufficient classroom and working space for a K-12 institution. Built in 1952 to accommodate 1,000+ students, the facility has an 1,100 seat auditorium with full stage and orchestra pit, a full service kitchen and cafeteria, library, art rooms, orchestra and choral rooms, a videoconferencing room, computer access in all classrooms, a TV studio connected to each classroom, a double gym with lockers, an on-campus softball field, and easy access to Marquette Park's tennis courts, softball fields, soccer fields, golf course, and running track.

Through fundraising efforts by the Catalyst Board and gifts from the network's generous stakeholders, Catalyst invested \$1.8 million in capital improvements to the facility, including technology, furniture and equipment for the elementary school, and everything needed to ensure the physical plant met all ADA and building code requirements. This included placing an interactive whiteboard and six laptops in every classroom, and an initial investment in Project Lead The Way (PLTW), "the leading provider of rigorous and innovative Science, Technology, Engineering, and Mathematics (STEM) education curricular programs used in middle and high schools across the U.S." Maria is well positioned to become the first Catalyst STEM School and the first charter school in Chicago to emphasize STEM learning via PLTW from sixth through twelfth grade. With the assistance of the U.S. Department of Education Charter Schools Program, which recently helped fund the technological transformation of Catalyst-Circle Rock, this ambitious goal for the youth of the Southwest Side will be realized by spring 2015.

## **Fulfilling Absolute and Competitive Preference Priorities**

### **Absolute Priority: *Improving Achievement and High School Graduation Rates***

From Catalyst Schools' founding, it has held as its ultimate goal, and the benchmark of its success, that 100 percent of its eighth grade graduates will attend a high school with a track record of college placement and be enrolled in college within five years of eighth grade graduation. This commitment was brought forward to Catalyst from San Miguel Schools Chicago. In Chicago's Back of the Yards neighborhood, where San Miguel has served Latino children for more than a decade, the high school graduation rate is less than 40 percent, but 92 percent of San Miguel students graduate from high school (*University of Chicago Consortium on Chicago School Research, Graduation and Dropout Trends in Chicago, 2005*). According to the San Miguel Schools 2012 Annual Report, 96 percent of current San Miguel graduates of high school age are pursuing secondary degrees and have earned Bachelor's Degrees at a rate five times higher than the Chicago average for Latino students.

The Catalyst Schools were established to bring this success rate into a struggling Chicago Public Schools system. Since they opened in 2006 and 2007, respectively, Catalyst-Howland and Catalyst-Circle Rock elementary schools have graduated a total of 328 scholars who are currently of high school age. Of this group, 324 scholars, or 98.7 percent, remain in high school and on track to graduate on time. They are attending many of the same schools as their peers at San Miguel Schools—college-preparatory high schools such as Fenwick, North Lawndale College Prep, Providence-St. Mel, Whitney Young, Christ the King, and Northside College Prep, rated one of the finest public high schools in Illinois. Thus far, 13 percent of Catalyst alumni are in Chicago Public Schools selective enrollment schools, with an additional 8 percent in magnet

schools, 15 percent in private schools, 60 percent in charter/contract high schools, and 2 percent in neighborhood public schools.

Eleven of Catalyst’s first thirteen eighth grade graduates (Circle Rock Class of 2008), or 85 percent, graduated from high school, and nine, or 69 percent, are now in college. They are matriculating at such institutions as Morehouse College, Fisk University, Columbia College Chicago, Alabama A&M, and Saint Mary’s University of Minnesota. Two more of the eleven are expected to enter college this coming fall. As a testament to the relationships Catalyst has built, even the two scholars who quit high school came to its all-alumni reunion. Catalyst does not give up on its scholars and hopes that this relationship will eventually encourage the two alumni to finish high school and consider enrolling in college.

Opening in fall 2012 with 176 freshmen, Catalyst-Maria High School has already achieved remarkable results in helping high-poverty scholars from Chicago Lawn rise to the level of academic achievement that will help them succeed in high performing high schools and college. Freshmen (combined) moved nearly three points closer to the composite ACT benchmark in each subject between fall 2012 and spring 2013, while surpassing the English benchmark and coming within one point of the reading benchmark (see chart below).

Subject	English	Math	Reading	Science	Composite
ACT Benchmark 9 <sup>th</sup> Grade	14	18	16	20	19
Aug 2012 baseline score	12.49	13.05	12.68	14.93	13.42
<b>OCT 3, 2012 score (CPS test)</b>	<b>13.96</b>	<b>14.35</b>	<b>13.54</b>	<b>16.16</b>	<b>14.64</b>
May 2013 score	15.19	16.76	15.48	17.37	16.34
<b>Growth October to May</b>	<b>1.23</b>	<b>2.41</b>	<b>1.94</b>	<b>1.21</b>	<b>1.69</b>
<b>Growth August – May</b>	2.70	3.71	2.80	2.44	2.91

The growth summary by academic subgroup (General Education and Special Education) shows impressive gains by Special Education freshmen. While expected growth from October of ninth grade to October of tenth grade (CPS testing dates) is 1.0, Catalyst-Maria Special Education scholars achieved a more than 1.0 increase and, in some cases, more than 2.0:

<b>GROWTH SUMMARY FOR GENERAL EDUCATION SCHOLARS (excludes SPED) 2012-2013</b>					
<b>Subject</b>	English	Math	Reading	Science	Composite
<b>Starting Score in August</b>	13.37	14.09	13.37	15.52	14.22
<b>Goal (3 points growth)</b>	16.37	17.09	16.37	18.52	17.22
<b>End score in May</b>	16.21	18.21	16.49	18.24	17.44
<b>Growth</b>	<b>2.84</b>	<b>4.13</b>	<b>3.12</b>	<b>2.73</b>	<b>3.21</b>

**GROWTH SUMMARY FOR SPECIAL EDUCATION SCHOLARS 2012-2013**

<b>Subject</b>	English	Math	Reading	Science	Composite
<b>Starting Score in August</b>	9.12	8.97	9.97	12.58	10.30
<b>Goal (1 point growth)**</b>	10.12	9.97	10.97	13.58	11.30
<b>End score in May</b>	11.54	11.49	11.91	14.20	12.40
<b>Growth</b>	<b>2.42</b>	<b>2.52</b>	<b>1.94</b>	<b>1.62</b>	<b>2.10</b>

Catalyst set a three point August to May growth goal to push scholars and teachers, as their starting baseline was well below benchmark and because the eleventh grade ACT goal of 21 for regular education scholars will require above average growth. In addition, 89 percent of Catalyst-Maria High School scholars increased their EXPLORE score between August and May, and 24 scholars achieved the highest possible score of 25. Nearly fifty percent of the freshmen achieved a 3.0 or higher GPA during the school year.

By June, freshmen achieved a Lexile score of 1,000, indicating that Catalyst-Maria is on par with Chicago’s successful Noble Network for ninth grade reading level proficiency. Further, 34 honor scholars are above the ninth grade Lexile score of 1,000, and two scholars broke the

1,400 mark, which puts them at a college reading level. Two Catalyst-Maria High School female scholars were accepted to the Medicina Pre-Med Apprenticeship at the University of Illinois at Chicago. It prepares Latino high school students who aspire to become physicians to transition to college and medical school. This, combined with a 95 percent scholar attendance rate and 98 and teacher attendance rate, shows that Catalyst-Maria is “accelerating learning” and primed to “improve high school graduation rates and college enrollment rates.”

For the network, Catalyst’s 98.7 percent alumni persistence rate in high school (meaning they are on track to graduate on time), the performance of alumni through high school graduation and college, along with strong results from its first graduating class, compare very favorably to:

75% - Chicago Public School high school persistence rate;

40% - students in any urban high school in the U.S. promoted from 9<sup>th</sup> to 10<sup>th</sup> grade

[99% of *Catalyst-Maria High School freshmen progressed from 9<sup>th</sup> to 10<sup>th</sup> grade*];

55% - the Chicago Public School average high school graduation rate for all students in all types of schools (magnet, selective enrollment, traditional); and

39% - African American male students graduating from high school in Chicago (2010 report by The Schott Foundation for Public Education).

What makes this success rate even more remarkable is that Catalyst alumni come from some of the most economically impoverished neighborhoods in Chicago: North Lawndale and Austin. An astounding 99 percent of Catalyst-Howland students come from high-poverty households—the most of any charter school in Illinois—and 94 percent from high-poverty households at Catalyst-Circle Rock, as measured by the number qualifying for free and reduced-price lunches under the Richard B. Russell National School Lunch Act.

In terms of school readiness, 16 percent of the Howland population have been identified as Special Education students and 13 percent are students with temporary living situations (STLS, homeless), while 12 percent of the Circle Rock population are Special Education scholars and 4 percent are STLS. With the exception of kindergarteners and first graders, children entering Catalyst for the first time are typically as far behind as two grade levels in math and reading. Teachers do a significant amount of remedial work to bring scholars to grade level.

Now, with Catalyst-Maria, Catalyst Schools is in the enviable position to provide scholars from high-poverty households with academic aid all the way from kindergarten through twelfth grade so there is no opportunity for cognitive atrophy. They will be academically and socially-emotionally prepared for college and the workplace well before high school graduation.

Catalyst-Maria scholars do not come from any less challenging circumstances than their peers at Howland and Circle Rock. Of the 383 K-5 students who enrolled in Catalyst-Maria in 2012-13, 96 percent qualified for the Federal free and reduced-price lunch program. Three percent were designated STLS), 5 percent were Special Education students, and 23 percent—or approximately 88 students—were English Language Learners. Of the 166 ninth graders who enrolled in Catalyst-Maria High School last fall, 93 percent qualified for the Federal free and reduced-price lunch program, 6 percent were STLS, 4 percent were English Language Learners, and 24 percent, or roughly a quarter of the class, were Special Education students. Still, they are overcoming the odds by achieving promising results at Catalyst-Maria, confirming Catalyst CEO Gordon Hannon’s belief that “When you ask more from students, you get more from students.”

### **Competitive Preference Priority 2: *Promoting Diversity***

Catalyst-Maria is a racially diverse charter school. It follows a race-neutral enrollment policy, taking only into consideration whether the student applicant lives within City of Chicago

District 299 and in a neighborhood experiencing high poverty and limited quality school choice. At present, 51 percent of the total Catalyst-Maria population of 549 (K-5 and 9 grades) are African American, 48 percent are Latino, and 1 percent are Caucasian or other. This reflects the demographics of Chicago Lawn, the neighborhood where Catalyst-Maria is located. According to the 2010 U.S. Census, the Chicago Lawn population is 49 percent African American, 45 percent Latino, 4 percent Caucasian, and 2 percent Asian and other ethnicities.

A cultural mix of students provides Catalyst-Maria an opportunity to encourage racial amity between students of different cultures in what remains a segregated urban environment. For example, the La Salle Manor Retreat Center provides directed retreats for Catalyst scholars in third grade and higher. The retreats enable children to learn about themselves and their classmates of different cultures and histories. The College Exploration program features monthly diversity workshops that help high school students discover that they have more in common with classmates of other cultures than they realized. The workshops also celebrate cultural differences that are distinctive and lead to a greater understanding of the world's richness. The world language department sponsors quarterly parent engagement dinners that honor culture and diversity. In terms of extracurricular activities, Maria sports teams are well balanced culturally, and scholars provide the playlists for dances so all cultures are represented. Starting in fall 2013, the high school health curriculum will include gender and diversity understanding as part of its instruction.

**Selection Criteria (1): *Quality of the proposed curriculum and instructional practices.***

*[application requirements a, c]*

Catalyst-Maria follows the Chicago Public Schools calendar in terms of scheduling, but provides more instructional days than other Chicago Public Schools:

- 217 Leadership attendance days, including planning, Teacher Academy, and wrap-up
- 204 Faculty/staff attendance days
- 191 Scholar Instructional Days (11 days more than for Chicago Public Schools)
- 21 Professional Development days, including a two-week Teacher Academy for faculty and staff, and for new hires, five days of New Hire Orientation
- 3 Combined Network Mission Days
- 15 Day Summer Scholars' Academy for advanced learning and remedial learning (Includes Countdown to College "academic boot camp" for potential first-generation college students, held at Saint Mary's University of Minnesota)
- 2 Teacher Data Reflection/Planning days at the end of the school year

Elementary (K-6 in 2013-14; K-7 in 2014-15; K-8 in 2015- ):

The Catalyst elementary curriculum and instructional practices have evolved over more than ten years' of hands-on experience, starting with the founding of the San Miguel Schools Chicago and through the organization and implementation of Catalyst–Howland and Catalyst–Circle Rock public charter schools. The curriculum is designed to meet Common Core State Standards, is college-preparatory, and has been replicated with fidelity at Catalyst-Maria Elementary, with important additions noted below.

Catalyst scholars begin each school day with breakfast at 7:30 a.m., a classroom start time of 8:00 a.m. and end with the final class at 3:30 p.m. Scholars are known by name and greeted with a handshake and eye contact by school administrators every morning when they enter the building. Instruction is delivered in large and small group formats as well as

individually. Teachers work with parents/guardians and the scholar to create an individualized Personal Goals for Achievement (PGA) plan, which consists of the student's identified areas of strength and growth, measurable goals, and strategies for him or her to meet during the coming academic year. Teachers establish goals that meet or exceed baseline math and reading goals. The extended year program offers shorter vacation times so children are not left unsupervised on the streets and provide more structured classroom learning time.

Each grade level is comprised of up to 60 children, split into two sections of as many as 30 children each, with a teacher and aide in each kindergarten and first grade classroom, and three instructional aides/support staff (one per department level) to assist faculty wherever needed. This structure allows teachers to enter into authentic relationships with each scholar. There is time to know the child and the external circumstances that impact his or her ability to learn on any given day. Frequent teacher intervention with scholars expeditiously remove obstacles that inhibit learning. Parents or guardians are notified at the first sign of difficulty.

Character education permeates the curriculum and school day. Teachers direct scholars to take responsibility for themselves and others by embodying in their everyday behavior the *Character Counts!* Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship. They encourage scholars to pursue higher order thinking and problem solving skills, using techniques such as the Socratic Method and all elements of Bloom's Taxonomy. Teachers reinforce principles of balanced literacy when teaching language arts and the inquiry method when teaching science. Scholars learn about the responsibilities and duties of a young man or woman to advance society toward the greater good. Regularly-scheduled leadership ceremonies celebrate student achievements at all levels. Each classroom appoints

student ambassadors to greet school visitors with a handshake and eye contact, and show them what their class is working on currently.

As at all Catalyst Schools, Catalyst-Maria's entire academic culture focuses on and highlights literacy. Teachers and scholars use a variety of balanced literacy approaches to build proficiency, including independent reading, read-aloud, fiction, and non-fiction. Not only is the library stocked with books to meet the various reading levels of all scholars, from the most basic to advanced, but Catalyst is also building classroom libraries and establishing a learning environment in each classroom that nurtures literacy and collaboration. Catalyst-Maria proposes to fit each of its classrooms, K-8, with leveled reading libraries. Fifty percent of the books will be fiction and 50 percent non-fiction titles. Catalyst-Maria is also entering the second year of a three-year partnership with Chicago's prestigious Erikson Institute, focusing on K-2 literacy, and is harnessing a Board-level academic committee to establish a seamless, consistent, K-12 best practices approach toward literacy.

But literacy is not the only subject requiring extra support in a high-poverty urban elementary school like Catalyst-Maria. Research shows that low-income urban Latino and African American elementary and high school students tend to have lower science and math scores than the national average. As will be noted below, Catalyst-Maria K-5 students also demonstrated a performance gap in science and math knowledge. Thus, a proposed addition to Catalyst-Maria Elementary, starting in fall 2013, are Singapore Math for grades 3-5 and the Carnegie Learning Math Series for grades 6-8. Based on more than 20 years of research, the Carnegie Series is Common Core based and blends classroom learning with Cognitive Tutor software, which is based on an artificial intelligence model that identifies weaknesses in each individual student's mastery of mathematical concepts. It customizes prompts to focus on areas

where the student is struggling, and sends the student to new problems that address those specific concepts. The result is a powerful learning tool with the most precise method of differentiating instruction available. Singapore Math will bring the highly lauded math curriculum developed by the Singapore government, and now in use successfully in many U.S. schools, into the Catalyst-Maria classroom to augment traditional math instruction.

Most importantly, middle school scholars (6-8 grades) will be introduced to Catalyst-Maria's Project Lead the Way STEM curriculum. The curriculum is described in greater detail below. These solutions comprise a portion of the funding request from the U.S. Department of Education Charter Schools Program for 2013 and 2014.

Among the school's supplemental programs are weekly Renaissance Enrichment classes, which introduce elementary-level scholars to the arts, music, dance and other creative pursuits taught by leading arts nonprofits such as the Ravinia Festival and Chicago Children's Choir. While college completion messages permeate the entire school, K-12, the Graduate Support program assists middle school scholars who do not plan to attend Catalyst-Maria High School to enter and succeed in another college-preparatory high school of best fit.

Other professionals assist the teaching staff when needed. For example, a social worker uses case management methodologies to explore fully each child's needs and develop an appropriate individualized educational strategy when needed. A certified special education professional helps scholars with special needs and consults with their teachers about appropriate content and approaches. Community Outreach offers Catalyst families access to social services and delivers periodic parenting skills workshops in a series known as "Parent University."

### **Elementary Instructional Minute Overview**

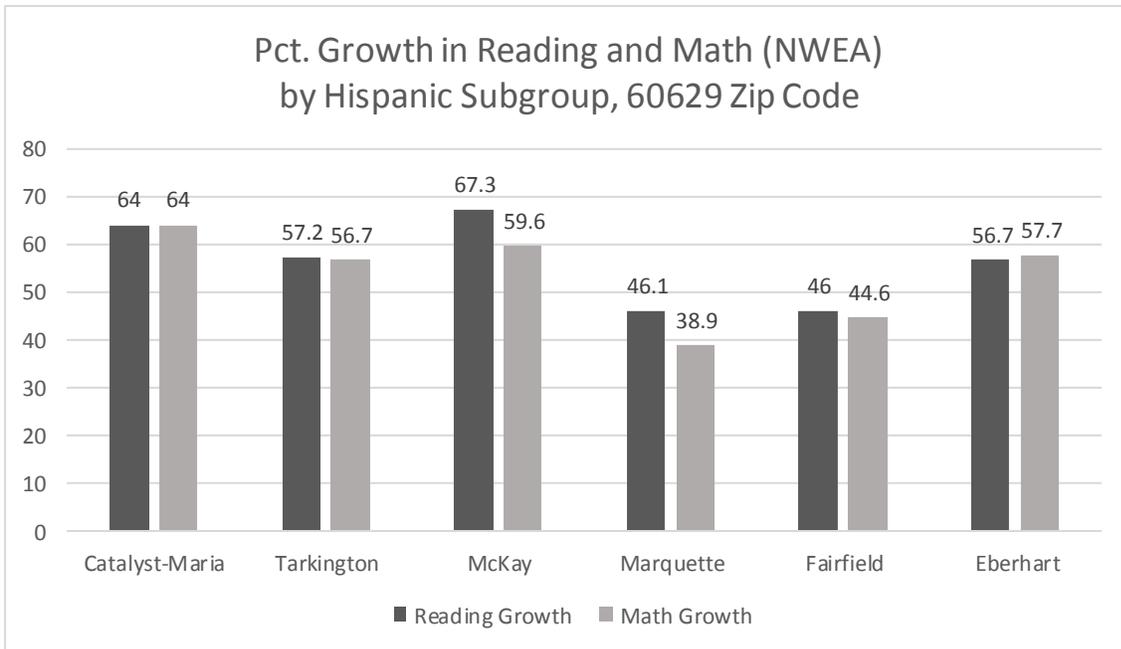
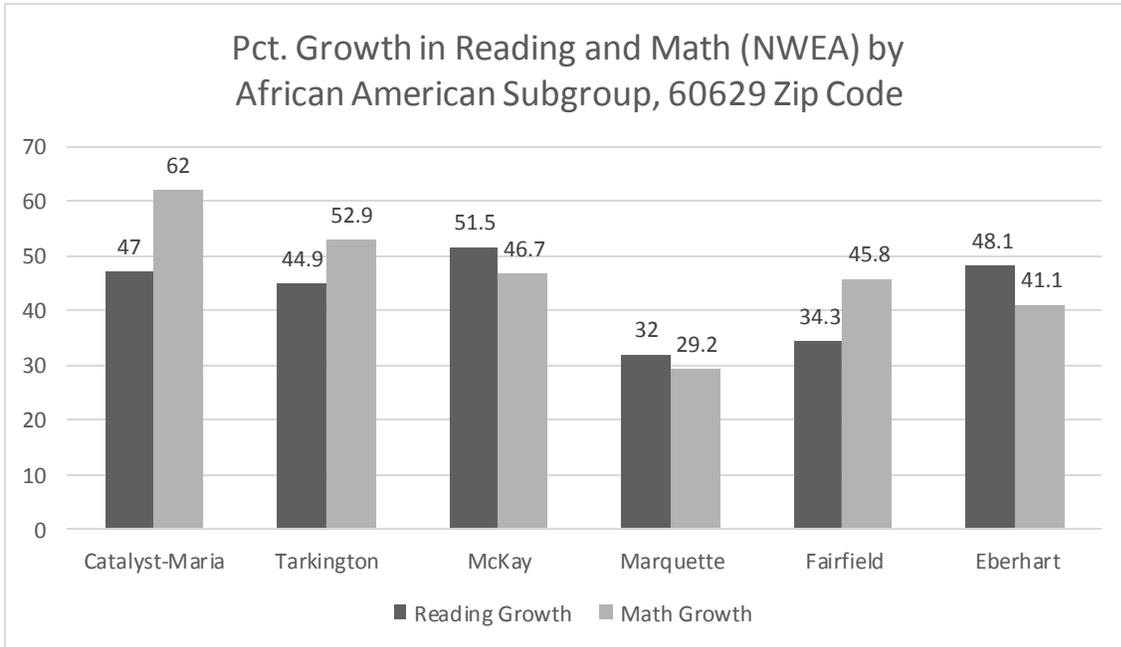
Character and Citizenship (100 minutes per week)

Reading/Language Arts	(600 minutes per week)
Writing	(200 minutes per week)
Mathematics	(400 minutes per week)
Science	(200 minutes per week)
Social Studies	(200 minutes per week)
Physical Education	(100 minutes per week)
<u>Music</u>	<u>(100 minutes per week)</u>
<b>Weekly Total</b>	<b>(1,900 minutes per week)</b>

The Catalyst formula is already producing positive results. In its first year of operation:

1. Scholars' Northwest Evaluation Association (NWEA) Math average percentile increased four percentage points—from 34 to 38 percent—between fall 2012 and spring 2013.
2. Scholars' NWEA Reading average percentile increased three percentage points—from 36 to 39 percent—between fall 2012 and spring 2013.
3. Teacher attendance was 98 percent and student attendance was 96 percent.
4. Teacher retention was 88 percent (including two performance-based dismissals). One hundred percent of the current faculty, however, plan to return in the fall.

An evaluation of growth in NWEA reading and math scores by subgroups (African American and Latino scholars) in general public elementary schools located near Catalyst-Maria shows that African American students at Catalyst-Maria grew more in math than their peers in all schools and more than all but two (McKay and Eberhart) in reading. Latino students at Catalyst-Maria surpassed their peers at the other schools in math and all but one (McKay) in reading.



On the national scale, NWEA categorizes "typical growth" for a school with results in the window of 40 percent to 60 percent as reaching target. The national average (all students, all ability levels) for math is 61 percent of scholars reaching target. For reading, the national average is 57 percent reaching target. Hence, both African American and Hispanic scholars at

Catalyst-Maria surpassed the national average performance in math quite handily. Hispanics also surpassed the national average in reading, though African American scholars fell short.

#### High School (9-12):

The main variance between the two current Catalyst charter schools on the city's West Side and Catalyst-Maria on the Southwest Side is Maria's addition of a high school component. Catalyst is excited about the possibilities the new high school brings to Chicago Lawn, a low-income community that has struggled to pay private school tuition for their sons and daughters. At Catalyst-Maria Charter High School, families are enjoying the same high-quality education they came to expect from Maria High School but in a free-tuition charter school environment with a K-8 component. Local families will be able to send their sons and daughters to Catalyst-Maria, knowing that for thirteen years, they will be molded and prepared academically and socially to be college-ready or workplace-ready.

The Catalyst-Maria High School day begins at 7:30 a.m. and ends at 5:00 p.m. The following are the high school objectives that will help decrease the number of high school drop-outs in Chicago and increase the number of students graduating with high school degrees that enter colleges or universities and complete post-secondary education.

#### ***College Readiness***

The College Exploration program is mandatory for incoming freshmen. It exposes them to colleges and the demands that will be placed on them to succeed there. Among the projects students complete in College Exploration is a portfolio of critical assignments and projects that every scholar ultimately transforms into a multi-media presentation called "My Year in College Exploration." The fifteen-minute PowerPoint presentation, which occurs at the end of the fourth quarter, demonstrates their skills in research, public speaking, and mastering computer

applications critical to success. DePaul University's Student Leadership Institute provides Catalyst-Maria scholars with leadership training and mentoring with university students.

ACT skills form the backbone of instruction in all courses in the Catalyst-Maria High School curriculum. Scholars practice college readiness standards daily, using ACT-type test questions so they become adept at the skills they will need to excel in post-secondary education. Scholars gain proficiency in test-taking so they will face the high-stakes tests of college admission with confidence. Freshmen growth toward ACT benchmarks in the past year demonstrates the effectiveness of this endeavor.

### ***Literacy Focus***

All scholars focus on basic literacy skills, starting in reading or English courses and extending to every course across the curriculum. In all subjects, scholars concentrate on developing comprehension and fluency as readers, whether reading essays, fiction, nonfiction, poetry, or textbooks. Weekly essay compositions assure that scholars write clearly and persuasively. A portion of this grant will be used to place libraries in 16 high school classrooms so students always have a collection of suitable books nearby.

### ***Academic Accountability***

Scholars who do not complete homework are assigned a mandatory "Zero is Not an Option" study period from 4:10-4:50 p.m. Scholars must stay for the entire 40-minute time. If their assignment is complete before the release time, scholars read or study silently. Saturday reading intervention is mandatory for scholars not meeting expectations in reading achievement.

### ***Interdisciplinary Approach***

Teachers collaborate in cross-disciplinary teams. Scholars learn about issues as a community and pursue lines of inquiry across subject areas. They debate, argue, discuss, and

develop opinions on big ideas and questions they are likely to face in their lifetimes. Common themes unify the curriculum. Within each quarter, a theme runs through classroom instruction, bringing scholars and teachers into one learning community.

### ***Character and Wellness***

Wellness in school inspires healthy eating and fitness as a way of life. Scholars engage in Character Counts during college seminar. In addition, Catalyst-Maria High School has full time guidance counselors and social workers on staff who create and sustain a positive, supportive school community and improve scholars' academic, social, and emotional skills.

There are two tracks in the high school: Honors and College Preparatory. **High School Departments** consist of the following (*Advanced Placement classes in italics*):

### **Mathematics**

Catalyst-Maria High School will use a variety of proven instructional practices at every grade level so scholars of all abilities master key mathematical concepts. For example, the Mathematics Department proposes to blend traditional classroom learning with the Carnegie Learning/Cognitive Tutor program (as described on pages 30-31) for grades nine to eleven. The courses taught using this method will be Bridges to Algebra, Algebra, Geometry, and Algebra II. Seniors will take Statistics. The curriculum will develop scholars' mathematical competence and ability to process quantitative information, solve problems creatively and resourcefully, and use technology appropriately. *AP Statistics (12<sup>th</sup> grade; not offered during FY14; will begin later)*

### **English and Writing**

Reading, writing, speaking, and listening are fundamental to all learning. Scholars must develop the language skills needed to pursue their goals, no matter what they may be, and contribute as informed and productive members of society. ACT standards encourage the

development of curriculum and instructional practices that make productive use of the literacy level that children bring to school. All high school students are required to take a 51 minute class to learn the writing process and develop the ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence. College Readiness Standards provide a comprehensive guide to desired achievements of the 9-12 English and writing courses. Libraries in sixteen high school classrooms will help stimulate among scholars a greater interest in reading of fiction and nonfiction literature. *AP Literature and Composition (11<sup>th</sup> grade)*; *AP Language and Composition (12<sup>th</sup> grade)*

### **Social Studies**

Catalyst-Maria's Social Studies curriculum helps scholars demonstrate a knowledge of geography, history, government, economics, world cultures, social sciences, and global interdependence so they become citizens of their communities, their city, country, and world. In 2012-13, 30 percent (16/54) of freshmen in AP Human Geography class earned a rating of 3 on the AP exam, meaning they are deemed "qualified to receive college credit." Catalyst-Maria is unaware of any other charter or traditional high school in Chicago offering AP Human Geography in the ninth grade. *AP Human Geography (9<sup>th</sup> grade)*; *AP World History (10<sup>th</sup> grade)*; *AP U.S. History (11<sup>th</sup> grade)*; *AP Economics (12<sup>th</sup> grade)*

### **Science**

The Catalyst-Maria High School science program stands to benefit most from a U.S. Department of Education Charter Schools Program Implementation grant. First, the science laboratory will be equipped with Vernier equipment so students can engage in hands-on experiments that reflect real-life scenarios. Plus, starting in fall 2013, the science and engineering Project Lead the Way (PLTW) curriculum will be required for incoming Catalyst-

Maria freshmen and sophomores, and elective for juniors and seniors. PLTW's activities and project- and problem-based learning approach center on hands-on, real-world projects that help students understand how the information and skills they are learning in the classroom may be applied in everyday life. The programs are comprehensive and turnkey. The curriculum is standards-based, aligned with both Common Core and Next Generation Science Standards, and yet flexible and customizable so Catalyst-Maria can meet its own curricular needs. PLTW at Catalyst-Maria will operate as follows:

**Required PLTW Courses for 9-10 grades:**

**Introduction to Engineering Design (IED) – 9<sup>th</sup> grade; beginning in 2013-2014**

The major focus of IED is the design process and its application. Through hands-on projects, students will apply engineering standards and document their work. They will use industry-standard 3D modeling software to design solutions to proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community. One teacher will instruct six sections of 28-30 students each.

NOTE: In 2013-14, tenth graders will take the IED course first, while ninth graders are in the school's College Exploration course. Henceforward, ninth graders will take IED first.

**Principles of Engineering (POE) – 10<sup>th</sup> grade; available beginning in 2014-2015**

This survey course will expose students to major concepts they will encounter in a post-secondary engineering course of study. Topics will include mechanisms, energy, statics, materials, and kinematics. Students will develop problem-solving skills and apply their knowledge of research and design to solve various challenges, document their work, and communicate solutions. This course will have one teacher instructing six sections, with 28-30

students per section. Freshmen and sophomores will be encouraged to enroll in the following two elective PLTW courses when they enter their junior and senior years:

**Elective PLTW Courses for 11-12 grades:**

**Digital Electronics (DE) – 11<sup>th</sup> and 12<sup>th</sup> grades; available beginning in 2013-2014**

Digital electronics is the foundation for all modern electronic devices, such as mobile phones, MP3 players, laptop computers, digital cameras, and high-definition televisions. Students will learn combinational and sequential logic design, engineering standards, and technical documentation. One teacher will teach two sections with 25 students per section.

**Engineering Design and Development (EDD) 12<sup>th</sup> grade; available beginning in 2015-2016**

In this capstone course, students will work in teams to design and develop an original solution to a valid open-ended technical problem by applying the engineering design process. Students will conduct research to choose, validate, and justify a technical problem. After carefully defining the problem, teams will design, build, and test their solutions, working with industry professionals serving as mentors. Finally, student teams will present and defend their original solution to an outside panel. One teacher will teach two sections of 25 students each.

In addition to course work, scholars will receive real-world experience by interacting with the local business community. An advisory committee of business executives will meet monthly to mentor students in the program. All PLTW scholars will have access to internships, and upper level scholars will be able to obtain summer jobs at companies partnering with Catalyst-Maria. Further, Catalyst-Maria will seek universities with strong technology programs to host college visits and encourage PLTW participants to begin determining what post-secondary science and technology program best suits their interests. Catalyst-Maria will

approach a local university about providing college credit for students who participate in PLTW and enroll in that college.

Catalyst-Maria faculty assigned to teach the PLTW courses are highly qualified science instructors. They will attend a two-week summer training workshop at the University of Illinois to learn the program prior to its implementation in the fall. The school's Academic Leadership Team attended the PLTW administrators training to understand the overall expectations of the program and ensure the school has the technology to support the full program. Catalyst-Maria's college counselors will attend the fall workshop to learn and understand the alignment to pre-engineering college programs and scholarships.

### **Foreign Language**

Catalyst-Maria offers two tracks of Spanish: one for native speakers and one for non-native speakers. The first and second year of each track concentrates on the basics of the language, modified for native speakers according to their skill and ability. The third and fourth years emphasize the application and development of communication and reading skills. The study of any language develops a richer understanding of the English language, provides an opportunity to appreciate other cultures, and improves a scholar's vocabulary. Listening, speaking, reading, and writing play crucial roles in modern foreign language instruction.

### **Wellness**

Catalyst-Maria offers Physical Education, Wellness, and Character Development. The health and physical education curriculum promotes and develops attitudes and behaviors related to the overall wellness of each scholar. Scholars develop strong physical, mental, and emotional development through a wide variety of physical and intellectual exercises. Further, the Six Pillars of Character that guide Catalyst-Maria Elementary scholars also guide Catalyst-Maria

High School scholars. In classrooms, hallways, and after-school activities, Catalyst-Maria teaches adolescents that character and integrity are the first steps to success.

**The following credits are required for graduation:**

English	4.0 credits
Math	4.0 credits
Science	3.0 credits
Social Science	4.0 credits
Writing	4.0 credits
Humanities	2.0 credits
Foreign Language	2.0 credits
Phys. Ed., Wellness, Fine Arts	2.0 credits
<u>College Readiness Electives</u>	<u>2.0 credits</u>
<b>TOTAL</b>	<b>27 Credits</b>

To expand upon the Catalyst-Maria High School highlights reported in the **Absolute Priority** portion of the application:

1. Of the 166 ninth graders, 163 (98 percent) will continue to tenth grade in fall 2013. The two percent that will not commence to tenth grade have not dropped out of high school but will repeat the ninth grade. Thus, all 100 percent of high school students remain in high school and not part of Chicago Lawn's woefully high dropout rate.
2. Progress in reading scores was impressive. Catalyst-Maria High School uses the Lexile score to measure reading ability, with the expected end of ninth grade (at level) score being 1,000. The average scholar entered with a score of 878, and at mid-winter scored

921. Seventy-six percent of Catalyst scholars increased their Lexile score from fall to winter; the ninth graders reached the 1,000 mark by June 2013.

3. Sixty-six percent of high school scholars gained at least one point in EXPLORE from August 2012 to October 2012. By May 2013, the composite growth in EXPLORE was 2.91, for a 16.34 composite score against a 19.0 ACT benchmark. Measured against other public high schools in the 60629 zip code area shows:

<u>High School</u>	<u>% 9th on track to graduate</u>	<u>EXPLORE - 9th</u>
<b>CATALYST-MARIA</b>	<b>98.8</b>	<b>16.3</b>
Hancock	91.8	14.9
<b>District Averages</b>	<b>75.3</b>	<b>14.8</b>
Bogan	74.9	13.3
Gage Park	73.9	12.7
Hubbard	73.1	14.6
Fenger	71.9	12.4
Curie	65.2	14.2
Kelly	63.5	13.6

**Selection Criteria (2): *The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards.***

Assisting educationally disadvantaged students is at the heart of the Catalyst philosophy. Poor academic and social-emotional preparation of children living in Chicago’s neediest neighborhoods were what stimulated the founding of San Miguel Schools. The reality is that 22 percent of Catalyst-Maria’s fall 2013 incoming population of 852 K-6 and 9-12 students have been identified as Special Education and 10 percent as English Language Learners. More than 90 percent qualify for a free or reduced-price lunch.

Catalyst Schools has built a track record of putting economically and educationally disadvantaged scholars on a success trajectory. An examination of the Class of 2012's growth in reading and math, based on the NWEA tests in the crucial middle grades for the Catalyst Class of 2012 at Howland and Circle Rock, illustrates this success trajectory:

Figure 1:

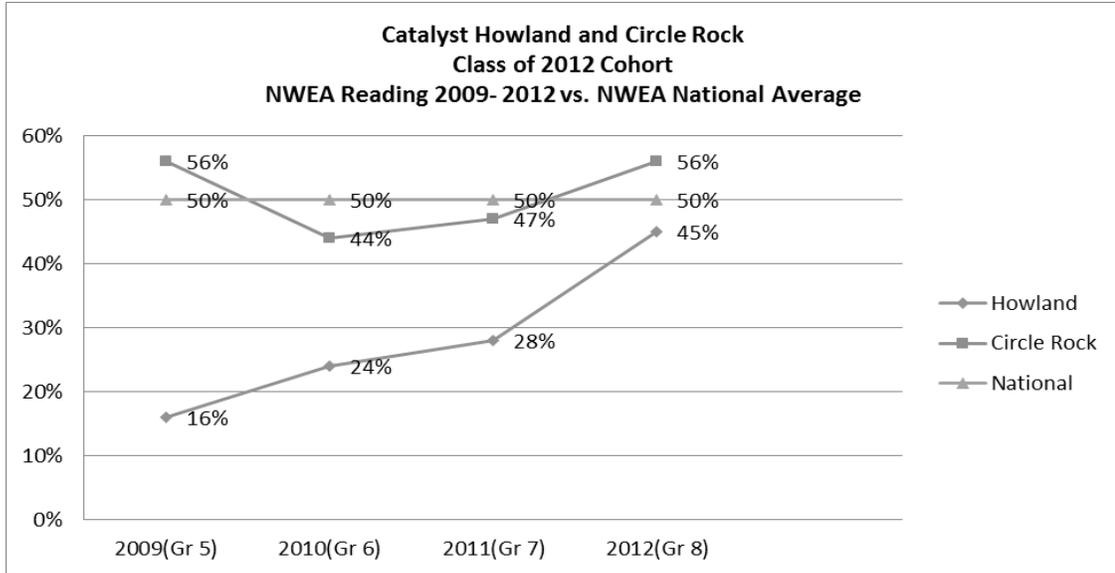
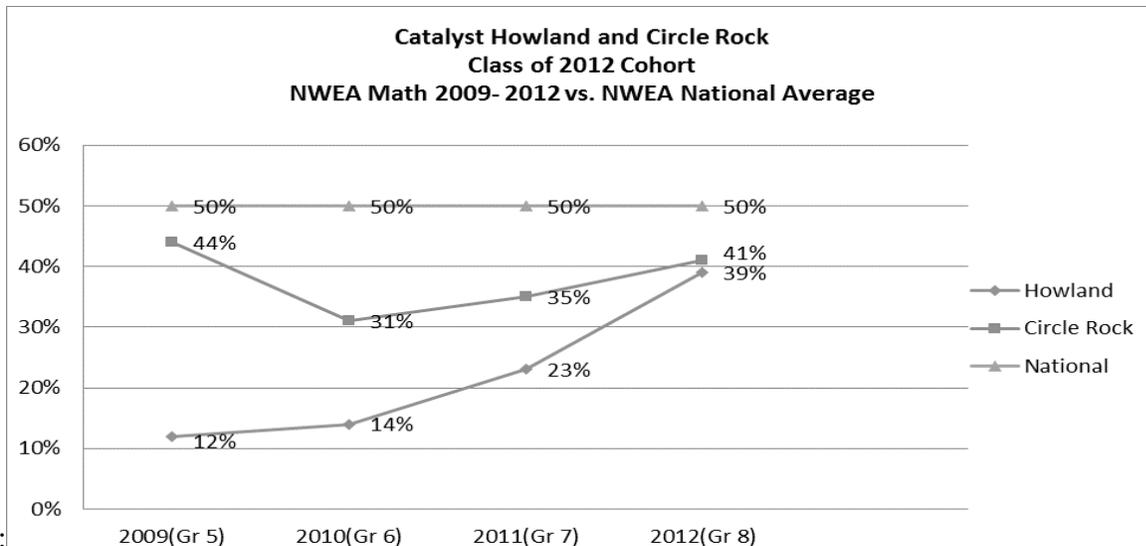


Figure 2:



When Howland's Class of 2012 were fifth graders, they were in the sixteenth percentile in reading (Figure 1) and twelfth percentile in math (Figure 2). By eighth grade graduation, they had improved dramatically, coming within five percentage points of the national average in reading and eleven percentage points in math, and 98 percent are now in high-performing high schools with track records of college placement. A record 14 percent of the Class of 2012 is in CPS selective enrollment schools, defying neighborhood and city-wide trends. Further, nearly two years ago, Howland went through the legal charter renewal process and was given renewal by CPS without exception—the only charter in that cohort to receive that distinction.

As fifth graders, Circle Rock's Class of 2012 were above the national average in reading (Figure 1) and within six points in math (Figure 2). Although the class struggled in sixth and seventh grades, they finished strong in 2012 and 100 percent are currently on track to graduate on time from high schools with track records of college placement.

In terms of national percentile growth performance measured against all schools that use the NWEA exam, Catalyst-Howland outperformed 73 percent of the nation's schools in growth in reading and outperformed 83 percent of the nation's schools in growth in math. Catalyst-Circle Rock outperformed 78 percent of the nation's schools in growth in reading, and outperformed 74 percent of the nation's schools in growth in math. Thus, while Catalyst expects better performance from Circle Rock and Howland scholars in reading and math, the gap between the scholars and the national norm is closing. Teachers and school leaders continue to work relentlessly to ensure that the average national percentile performance of Catalyst scholars exceeds 50 in all subjects within two years.

Looking at the percentage growth in math and reading by subgroup at Howland and Circle Rock, according to the NWEA MAP test—in the case of Howland and Circle Rock, the

entire school is a subgroup of African American scholars from high-poverty households on Chicago’s West Side—we learn that Circle Rock’s African American students experienced greater growth than African American students did in other nearby public elementary schools, while Catalyst-Howland did better than some and not quite as well as others:

<u>School (subgroup)</u>	<u>Overall % Reading</u>	<u>Overall % Math</u>
<b>Catalyst-Circle Rock (African American)</b>	<b>42</b>	<b>39</b>
Pope (African American)	39	35.9
Mason (African American)	27.4	17.8
Lawndale (African American)	26.1	31.2
<b>Catalyst-Howland (African American)</b>	<b>24</b>	<b>20</b>
Penn (African American)	23.9	31.3
Dvorak (African American)	23.7	13.8
Paderewski (African American)	22.1	27.1

At all Catalyst elementary schools, the percentage of scholars performing above the 50th percentile, according to NWEA, improved nicely from the fall to the spring sessions:

<u>CATALYST</u>	<u>Reading - Fall</u>	<u>Reading - Spring</u>	<u>Math - Fall</u>	<u>Math - Spring</u>
Howland	21	21	15	20
Circle Rock	34	41	29	40
Maria	34	35	27	31

The average national percentile performance from fall to spring also increased in all subjects at all schools.

Grant Funds Used to Meet Needs of Educationally Disadvantaged Students

[application requirement h]

Academic achievements in math and science during Catalyst-Maria’s first year of operation demonstrated progress, but scholars still fell below the mark. In 2012-13, the average national percentile performance of Catalyst-Maria Elementary students (K-5), according to the

NWEA exam, was 38 percent, twelve percentage points shy of average. In science, 67 percent of Catalyst-Maria Elementary students (3-5) met or exceeded goal—better, but not where Catalyst wants them to be. In terms of meeting the ACT benchmark in math, science, reading, and English for ninth grade, by the end of the 2012-13 academic year, freshmen at Catalyst-Maria High School surpassed the English goal, came within a half point of the reading goal, but remained anywhere from 1.5 to 2.5 points lower than goal in math and science.

In addition to meeting or exceeding national goals on standardized tests, youth living in high poverty communities such as Chicago Lawn need greater exposure to science and technology. Low-income African American and Latino children are woefully underrepresented in the science and engineering fields, even though technical jobs are anticipated to drive economic growth in the coming years. Catalyst therefore wants to help remedy this local and national problem by making Catalyst-Maria a STEM school. Driving this change are three areas, the initial operational costs of which cannot be met from State or local sources. They are reliant on the U.S. Department of Education Charter Schools Program Implementation Grant and private contributions for their complete implementation.

### ***Project Lead the Way – Grades 6 - 12***

Catalyst-Maria will build its STEM program on Project Lead the Way, a series of “hands-on, project-based engineering courses for grades 6-8 and high school and biomedical sciences courses for high school.” Project Lead the Way courses, technology and software will “engage students on multiple levels, expose them to areas of study that they typically do not pursue, and provide them with a foundation and proven path to college and career success.” The courses will help Catalyst-Maria scholars develop the fundamental problem-solving and critical-thinking skills that are not only important to success in post-secondary education but are vital to any

career path. For example, tenth through twelfth graders will get two periods of science: sophomores will take Chemistry in the classroom for one period and apply what they've learned during the Principles of Engineering period. Juniors will take Physics for one period and Digital Electronics for a second period. Project Lead the Way will be at the heart of Catalyst-Maria's STEM program and help increase grades and standardized test scores in math and science.

The goal during 2013-14 is for 80 percent of the high school to achieve their math and science benchmark, as aligned to ACT assessment and College Readiness standards. Stimulating greater achievement in science and math via PLTW will also help Catalyst-Maria students improve their chances to earn scholarships as well as college entrance and completion, thus paving the way for them to become the first in their families to graduate with a college degree.

### ***Singapore Math – Grades 3-5***

Aligned with Common Core State Standards, Singapore Math is a research-based mathematics curriculum created by the Curriculum Planning & Development Division of the Singapore Ministry of Education. It was used by Singapore students who took first place in all three rounds of the four-year cycle Trends in International Mathematics and Science Study (TIMSS) competition (1995, 1999, and 2003). By emphasizing the mental math and model drawing approaches, Singapore Math helps to develop the foundation students need for more advanced mathematics study. Catalyst-Maria wishes to implement Singapore Math because of its proven track-record at private and public elementary schools throughout the U.S.

### ***Carnegie Learning Math Series – Grades 6 – 8 and 9 - 11***

Based on more than 20 years of research into how students think and learn, the Carnegie Learning Math Series is a Common Core math program that blends classroom learning with Cognitive Tutor software. The software customizes prompts to focus on areas where the student

is struggling, and sends the student to new problems that address those specific concepts. The result is a powerful learning tool with the most precise method of differentiating instruction available. Its innovative research-based pedagogy engages students in problem solving by using real-world scenarios and making use of their own informal knowledge. In other words, students convert situations into quantities and units. Catalyst-Maria wishes to implement the Series because an independent study funded by the U.S. Department of Education, and conducted through the RAND Corporation, found that the software significantly improved math scores on standardized tests for high school students.

In addition to supplying the software, Catalyst-Maria also requires a laptop mobile charging carts and 32 laptops so the Cognitive Tutor program is portable between classrooms.

***Equipment for Three Science Laboratories – Grades K-6 (2) and Grades 9 – 12 (1)***

Catalyst-Maria High School has highly qualified biology, chemistry, and physics teachers who want to offer hands-on lab experiments using Vernier equipment. A dynamic way to teach science, Vernier puts easy-to-use data loggers, sensors, experiments, and graphing/analysis software into the hands of students, helping educators develop the next generation of scientists and engineers. The current 9-12 science laboratory at Catalyst-Maria High School, built during the days when Maria High School was a private school, currently has no Vernier equipment. There is no science laboratory for grades K-6 at present, so two need to be created, with one specifically established for biology experiments, and the other with Vernier equipment for more general experiments. Biology, chemistry, physics, and elementary science teachers will receive professional development in the use of Vernier equipment.

### ***Computer Lab for Sixth Grade***

To introduce Catalyst-Maria sixth graders to PLTW and pave the way for their next seven years of progressive knowledge of engineering and the sciences, Catalyst-Maria wishes to set up a computer laboratory equipped with 34-4GB desktop computers. The computers will run PLTW software so middle school scholars will learn about engineering design and modeling, including sketching and dimensioning techniques, designing for production, automation and robotics, and mechanical and automated systems.

### ***Classroom Libraries for K-8 and 9-12***

Balanced literacy is just as critical to scholar achievement as math and the sciences. While Catalyst-Maria has a school library, not surprisingly, most of the books are geared toward the 9-12 grades, since that was the former private Maria High School required. Catalyst was able to purchase books for all grades through other private and public funding last year, but has a long way to go. Since balanced literacy, and particularly classroom leveled libraries, are among the key elements driving academic progress at San Miguel Schools and Catalyst's West Side elementary schools, it must be replicated at Catalyst-Maria. Placing libraries in 34 classrooms, K-12, will enable scholars to always be within reach of a fiction or nonfiction book.

### **Students Designated ELL or Disabled [application requirement j]**

In addition to academically underperforming students, Catalyst-Maria has a commitment to serve students identified as ELL (English Language Learners), Special Education, or Physically Disabled. Beyond simply following the law, Catalyst believes it is imperative that a diversity of mental and physical abilities is present in the classroom. Students who do not have a disability but are exposed to someone who does gain a better understanding of the issues

associated with the disability and learn to respect the disabled person as an individual. This type of mutual respect captures the essence of Catalyst and the beliefs that governed its founding.

Catalyst-Maria has, and will continue to, inform area schools that it accepts children who could benefit from a different environment and educational approach. The school educates students with disabilities in the Least Restrictive Environment, with their nondisabled peers, to the extent appropriate and allowed by each student's Individualized Education Plan (IEP).

School leaders review the past performance of each student upon admission and administer STAR reading and STAR math tests to them during orientation week. An interview with the student and parent(s) or guardian(s) include a discussion of special physical or intellectual needs the student may have, such as an IEP. This, coupled with the results of Catalyst-Maria's own internal testing, helps tailor the educational program to the particular needs of each scholar. The strategy is made manifest in the student's own individually developed Personal Goals for Achievement (PGA). Since all Catalyst scholars have a PGA, no child feels as if he or she is out of the mainstream. Instruction is individualized and addresses specific needs for gifted students and others with special needs. In sum, all students are prepared to complete a general education curriculum.

Catalyst-Maria serves any and all students with limited English proficiency (ELL). Since ten percent of the school's 852 scholars are ELL, Catalyst-Maria has hired a full-time ELL instructor to assist with the teaching and assessment of English Learners so they do not fall behind in learning and completing summative and formative evaluations. Catalyst uses the State Education Department's process for identifying students who are English Language Learners as follows: 1) Home Language Questionnaires screen all new enrollees for potential limited English proficiency; 2) If the home language is other than English or the student's native language is

other than English, appropriate school staff or a designee shall conduct an informal interview in the student's native language and English; 3) If the student speaks a language other than English or the student speaks little or no English, the school administers the Language Assessment Battery–Revised (LAB-R). A score below the designated cut score for the child determines eligibility for services. The LAB-R is administered only once to each incoming student.

The Catalyst Schools believes that a structured English immersion program should be built into the general curriculum and help ELL students master the language. In other words, students of limited English proficiency will receive the same academic content as students who are native English speakers. All instruction is in English. However, the level of English used for instruction—both oral and written—is modified appropriately for each ELL student. All teachers receive professional development on communicating with students designated as ELL and in techniques to detect whether a student has English language deficiencies. Within Catalyst-Maria's extended day schedule, there is ample time for additional intensive English language instruction. Catalyst ensures no ELL student is excluded from curricular and extra-curricular activities based on an inability to speak and/or understand the language of instruction. ELL students are not assigned to special education because of a lack of English proficiency.

Catalyst-Maria's Community Outreach program tracks students with disabilities and special needs, including STLS (homeless) children and adolescents. The Community Outreach coordinator ensures these students get to school or otherwise receive the educational support necessary for their ongoing progress. If the school is unable to provide services directly to the extent necessary, it relies on its LEA, the Chicago Public Schools, to provide them. If necessary and feasible, Catalyst-Maria contracts with one or more appropriately certified or licensed individuals to provide services, under the school's guidance and direction. The services

provided may include, but are not necessarily limited to, speech language pathology and audiologist services, psychological services, physical and occupational therapy, therapeutic recreation, early rehabilitation counseling, orientation and mobility services, diagnostic and/or evaluative medical services, and student and/or parent counseling.

Just as with ELL scholars, scholars with physical and learning disabilities are expected to participate in, and receive credit for, nonacademic, extracurricular, and ancillary programs and activities with all other students to the extent allowed by their IEP. Students with disabilities receive all notices concerning school-sponsored programs, activities, and services. All special education programs and services at Catalyst-Maria are provided in accordance with applicable federal laws and regulations and in accordance with the IEP recommended by the Special Education evaluation team, led by the school's Special Education Case Manager. Catalyst-Maria ensures that special education programs and services, as indicated on a student's IEP, are administered to that student during school hours.

The Catalyst-Maria building meets all ADA requirements. The network and school comply with all non-discriminatory practices required by law, including Title VI of the Federal Civil Rights Act of 1964 (as amended), and the Federal Equal Educational Opportunities Act of 1974. Catalyst's own policies prohibit discriminatory behavior [*application requirement j*].

**Selection Criteria (3): *The quality of the strategy for assessing achievement of the charter school's objectives*** [*application requirement c*]

Catalyst-Maria school leadership knows from experience that data collection and evaluation are essential for measuring academic success. As part of the school plan, data is used daily, weekly, monthly, and annually to drive instruction, plan professional development, and

monitor the progress of the school and its scholars. An assessment at the end of each lesson, along with homework and daily observation, provide information to teachers about the need to re-teach a concept or to move scholars forward. Data-driven analysis has already resulted in increased student achievement at Catalyst-Maria and elsewhere in the network through its impact on goal setting and refined teacher practices. While this application has already illustrated several instances of how data is used to monitor student achievement, the following summarizes what data the elementary and high school divisions follow in their daily operations.

Catalyst-Maria Elementary:

Catalyst-Maria Elementary measures academic progress by using STEP (K-2), NWEA (K-8), ISAT (3-8), Fluent Reader (K-8), and EXPLORE (8). Teachers are held accountable for setting specific classroom and scholar goals using the data. They assign and assess homework (five percent of grade for grades 3-5, 10 percent of grade for grades 6-8). They meet with scholars and their parents or guardians minimally twice per quarter to discuss goals and progress against goals. This process ensures transparency of data for all stakeholders.

When teachers discover learning challenges, as identified by the data, they can select from a portfolio of remediation and intervention tools. For example, ISAT-based writing rubrics are available to assess writing in grades 3-8, as well as school-designed rubrics that evaluate individual writing genres, such as narrative, expository, persuasive, and realistic fiction. Faculty, staff, and administration meet with the network CEO and Vice President throughout the year to discuss the progress of the scholars, classrooms, and the school. The CEO and Vice President review progress review with members of the Academic Committee and make course corrections to prepare Catalyst scholars for success in high performing high schools and college.

Further, the Catalyst-Maria Academic Leadership Team monitors how teachers differentiate instruction and plan interventions. The Director of Instruction and mentor teachers help other teachers differentiate their instruction to move scholars closer to their individual goals. Teachers are held accountable for evaluating scholar work samples during weekly cluster group meetings. Teachers use data weekly, for example, to inform guided reading groups.

Besides annual and interim assessment tools, the Academic Leadership Team observes teachers four times a year (twice announced and twice unannounced) using the TAP rubric. The team scripts, categorizes, and scores observations using the rubric and develops a post-conference plan after each observation. The plan outlines areas of refinement and reinforcement for the teachers. The scores from each observation are then plugged into a web-based program to enable the leadership team to identify areas of concern and growth.

For 2013-14, the **Maria Elementary** academic goals are as follows:

- NWEA (K-8): 90 percent of scholars will meet Individual Growth Target *in all subjects*.
- ISAT (3-8): 90 percent of scholars will meet and 20 percent exceed grade level.
- Fluent Reader (K-8): 90 percent of scholars will achieve grade level Lexile range.
- EXPLORE: Eighth graders will achieve a 15.

Catalyst-Maria High School:

To measure academic progress, Catalyst-Maria High School uses Cambridge Testing (9–11), GAINS (9-12), EXPLORE (9), PLAN (10), ACT (11), PSAT (11), PSAE (11), AP (11–12), and Write Smart–Writing (9-12). Examples of the successful use of EXPLORE to chart ninth graders' progress have been cited several times in this proposal narrative. Additionally, the "6 Point Gain" Strategy will help scholars achieve "Excellent Growth" from their EXPLORE score, determined in eighth grade, to their April ACT score in their junior year.

*2.0 gain freshman year*

*1.5 gain sophomore year*

*2.5 gain junior year*

*6.0 gain total*

At Catalyst-Maria High School, scholars are assessed twice per academic year by the EPAS testing system to determine individual growth. Administrators and teachers make adjustments based on the information from the initial test each year so that scholars who need remediation or enrichment receive it. The goal is for each Catalyst-Maria scholar to meet the "6 Point Gain" goal. By doing so, Catalyst-Maria will ensure that its students rank among the top high school scholars in Chicago and Illinois.

**Catalyst-Maria High School** scholars will also achieve the following in 2013-14:

- Percentage of high school students on track to graduate on time = 98 percent
- Percentage of seniors accepted to college = 100 percent
- 80 percent of high school scholars to achieve their math and science benchmark, as aligned with ACT assessment and College Readiness standards
- EXPLORE composite: 17
- PLAN composite: 19
- ACT composite: 20

**Selection Criteria (4): *The extent of community support and parental and community involvement*** [*application requirement e*]

Chicago Lawn's hunger for a new educational option was verified when only three months after CPS awarded a charter to the Catalyst Schools, Catalyst-Maria received 973 applications for 500 open seats. Of the 973 applications, 153 were for the 60 kindergarten seats

and 271 for the 140 ninth grade seats. The 500 scholars were selected from a lottery for every grade level, K-5 and 9. The lottery, which took place on March 21, 2012, was random and computer generated, and supervised by the firm of McGladrey & Pullen. The remaining 473 students were placed on a waiting list. On Sunday, April 29, 2012, more than 1,000 parents attended Catalyst-Maria's first information orientation session. This happened in a community that had not even heard of the Catalyst Schools three months prior.

For 2013-14, Catalyst-Maria Elementary received 158 applications for 60 open kindergarten spaces and 270 applications for no open spaces in grades 1-6. Catalyst-Maria High School received 429 applications for ninth grade, 35 for tenth grade, 45 for eleventh grade, and 39 for twelfth grade. As before, a random and computer generated lottery, held February 4, 2013, and supervised by McGladrey & Pullen, was used to fill openings.

To build to full enrollment of 1,100 by September 2015, Catalyst-Maria leadership will continue to promote the school through established relationships with local agencies and organizations such as Southwest Organizing Project (a community organizing group composed of 27 member institutions), Holy Cross Hospital, Healthy Chicago Lawn, and Greater Southwest Development Corporation. The school's Community Outreach coordinator, who is fluent in English, Spanish, and French, will attend selected public meetings of church groups, community organizing meetings, and meetings conducted by the aldermen and political officials.

In addition, Catalyst will continue to run newspaper ads in local publications such as *North Lawndale News* (bi-lingual), *Nuevo Siglo*, *La Raza*, and *Southwest Herald*. Spots on local English and Spanish radio stations will build recognition of the Catalyst brand. Marketing, enrollment and application materials are in English and Spanish [*application requirement i*].

Word-of-mouth from satisfied parents plays the most significant role in the growth of Catalyst Schools, but parents are more than word-of-mouth marketers. Student success depends a great deal on the parent, teacher, and staff together forming a culture of structure, safety, discipline, and value. Catalyst-Maria Elementary and High School parents are:

1. Mandated to attend all orientation sessions at or before the beginning of the school year to get an overview of school policies, student expectations, and parental involvement strategies;
2. Supplied with the Catalyst School Parent handbook;
3. Provided the Graduate Support handbook as resource material;
4. Given easy access to teacher/counselor teams for future questions, advice and direction;
5. Encouraged and supported by Catalyst staff through regular recognition opportunities, i.e., get to know you breakfasts, a student/parent brunch, holiday party, and volunteer awards;
6. Encouraged to volunteer in classrooms, attend field trips, help with fundraisers, etc.; and
7. Expected to attend all report card and progress report dates, and to keep abreast of news concerning their child(ren) and their Personal Goals for Achievement.

For example, Catalyst-Maria hosts a Back to School Night at the beginning of the school year. Parents meet their child's teachers, receive course syllabi and learn about class rules and expectations. In-person report card pick-up is scheduled for the end of the first and third academic quarters, and pick-up times are available during the afternoon and evening to accommodate parent work schedules. Parents can meet with teachers or guidance counselors then or by appointment during regular school hours.

Every Sunday evening during the academic year, Catalyst-Maria uses ConnectEd technology to send a message in both English and Spanish to remind families of events, important deadlines, programs for the upcoming week, and weather-related school closings.

Maria parents can also monitor their students' academic progress and communicate with teachers through the Engrade system. Parents are always welcome and encouraged to attend events and activities at the school, such as award assemblies, talent shows, career day, and art showcases. One such program, Parent Appreciation Day, enables parents to follow their high school-age students through their schedule for the first half of the day.

During 2012-13, parent engagement at Catalyst-Maria Elementary, measured as an average of attendance at progress report and report card meetings, as well as other parent activities, was 91 percent. The parent engagement rate for the high school was 95 percent.

**Selection Criteria (5): *Quality of project personnel.***

Catalyst is fortunate to have had a consistent Network Leadership Team from its inception and new additions to the team who bring valuable administrative skills to the schools. Team members' resumes are attached to this application. The following summarizes each member's responsibilities for the start-up and implementation of Catalyst-Maria.

Network Leadership Team:

**Mr. Gordon Hannon, Chief Executive Officer**

Mr. Hannon was a principal participant in the initial talks with the Sisters of St. Casimir, who operated Maria High School, regarding converting Maria into a public charter school. Hannon also helped draft the formal charter application that was submitted to the Chicago Public Schools and defended it before CPS executives. Once the charter was authorized, Hannon helped select the principal and her leadership team, and meets regularly with them on student progress and performance. He and his team even moved their offices from Catalyst-Circle Rock

to Catalyst-Maria to monitor the school's progress firsthand. Hannon works regularly with the Academic Committee to improve the learning environment at all Catalyst Schools.

**Mr. David Baldwin, Vice President**

Mr. Baldwin works with the Finance and Academic Committee of the Catalyst Board of Directors to set the strategic development and fundraising goals for the entire Catalyst Schools network. He, too, participated in drafting the formal charter application to create Catalyst-Maria and, with Hannon, defended the application before CPS. Baldwin was part of the selection process that identified and hired the Catalyst-Maria principal.

**Mr. Gary Wood, Chief Operating Officer**

With more than two decades of expertise in real estate and philanthropy, Mr. Wood takes care of Catalyst's purchasing and property issues. In the case of Catalyst-Maria, he was responsible for \$1.8 million in facilities renovation, including the installation of a new security system in the school, and ensured the building is ADA code compliant.

**Mr. John Fletcher, Director of Information Technology**

Mr. Fletcher and his team purchase, install, and maintain the technology used at all of the Catalyst Schools. He investigated the state of technology at Maria High School prior to the charter authorization so the network knew what was required. He oversaw the project team that put in place a technology infrastructure, including computers, wi-fi, and wiring, so it was ready for the start of the 2012 fall semester. He will be responsible for installing much of the PLTW technology and computer laboratories requested in this grant application.

**Mr. Michael Fehrenbach, Director of Mission and Communications**

Like Mr. Hannon, Mr. Fehrenbach was part of the San Miguel Schools Chicago leadership team and transitioned to the Catalyst staff after its founding. He ensures that all

Catalyst Schools, including Catalyst-Maria, are consistent in their application of the core mission, vision, and values of the Catalyst Schools. He serves as the schools' representative to the media and is the communications liaison with Catalyst donors. Fehrenbach helps maintain the network's website, including communications related to Catalyst-Maria.

**Mr. Raymond White, Director of Human Resources**

Mr. White is responsible for hiring Catalyst-Maria faculty and staff and overseeing the network's benefits program. He manages procedures required for bringing new staff into the organization, using a specific set of hiring procedures that include a series of interviews, a demonstration of writing skills, model lessons, and a mission orientation. White is working with the Catalyst-Maria Academic Leadership Team to hire the teachers and staff needed for the expansion of the sixth, tenth, eleventh, and twelfth grade this coming year. He also directs the week-long New Hire Orientation workshop for new teachers, staff, and administrators.

Academic Leadership Team

**Mrs. Dawn Sandoval, Principal**

Mrs. Sandoval is an Alain Locke Initiative Ryan Fellow, meaning she is among the most accomplished teachers in the United States, with the highest leadership potential, to become principals ready to create student achievement-accelerating urban charter schools. Sandoval joined Catalyst-Maria in summer 2012, wrote the Catalyst-Maria High School curriculum, using for her reference the formative principles of the Catalyst Schools. Hired initially as principal of the high school program, Sandoval is now principal of the entire K-12 charter school. It was under Sandoval's leadership that Catalyst-Maria High School posted such impressive results.

**Mr. Robert Davis, Director of Scholar Support and Enrichment**

Mr. Davis supports intervention with special needs scholars and provides differentiated academic support during and after school.

**Ms. Heather Nelson, Dean of Culture and Instruction**

Like Principal Sandoval, Ms. Nelson is a Ryan Fellow of the Alain Locke Initiative. She joined Catalyst-Maria this summer and will support discipline as well as promote the character and academic expectations in the school.

**Ms. Elizabeth Ahrens, Director of Instruction**

Ms. Ahrens coaches teachers throughout the school on instructional strategies so that every classroom is aligned with individual, classroom, and school-wide academic goals.

**Selection Criteria (6): *Quality of the management plan* [application requirement b, f]**

**i) Governance**

The Catalyst Schools network is governed by a board of directors as required by statute for Illinois charter schools. Establishing a governing board would have been Catalyst's choice even if it were not required by statute, because it is the proven method of governance for the San Miguel Schools Chicago, upon which the public Catalyst Schools network is based. The Board has four essential purposes: fiduciary and managerial governance, ambassadorship, consultancy, and financial sponsorship. It entrusts daily operations to school staff and administration, and encourages instructional staff to focus their time and attention on educating students.

The Board supports Catalyst's efforts by offering strategic support and confirmation of the network's direction through many skill sets, which include but are not necessarily limited to:

- ✓ Assistance in developing policy aligned with the overall mission and independent appraisal of progress against goals;
- ✓ Implementation of the Catalyst mission by raising funds and awareness, and creating and implementing strategies for financial management and oversight;
- ✓ Audit review and compliance oversight on both financial and operational audits;
- ✓ Strategic planning for continuous improvement; and
- ✓ Volunteer help through involvement in the direct delivery of program activities.

Currently, there are twelve very active and engaged voting members and one *ex officio* member. Standing committees are the Executive Committee (Chair, Committee Chairs); Finance/Strategic Issues; Development; and the Academic Committee.

Catalyst Schools Board of Directors – July 2013

Terence J. Toth (Chair) – Partner, Promus Capital

Steven R. Brown (Treasurer) - Partner, Promus Capital

Craig Culbertson - Partner and Attorney, McGuireWoods LLP

Gordon Hannon – Chief Executive Officer, The Catalyst Schools (*ex officio*)

Heather Headley – Emmy, Tony, and Grammy Award-Winning Vocalist

Richard Hurd - President and Chief Investment Officer, Strategic Capital Partners

Michael Kelly - Founder and Chairman, Park National Bank

James Mendelson, Managing Director, GE Commercial Finance Company

Greg Mooney - Executive Director, Gary Comer Youth Center

Dr. Colleen Reardon – Chair, School of Education, Dominican University

Amy Soudan (Secretary) - Engineering Consultant

Susan Wallace – Vice President and CFO, Erikson Institute

Joseph Zednik - Principal, Prescient Ridge Fund, LLC

**ii) Academic Committee**

The Academic Committee collaborates with school leadership to set and review challenging yet realistic performance goals for each school. These goals are tied in realistic ways to the charter contract and help determine whether the schools are performing in accordance with expectations. All committee responsibilities are therefore focused on establishing high quality standards and system priorities to enhance student achievement.

Members of the Academic Committee are local leaders in the field of education:

Dr. Colleen Reardon, Chair of Education Department, Dominican University

Mr. Gregory Mooney, Executive Director of Gary Comer Youth Center

Ms. Barbara Kent, Retired CPS Principal and Consultant

Dr. Lynette Emmons, National Lewis University and Consultant

Dr. Penny Silvers, Department of Education, Dominican University

Dr. Chris Lilly, Department of Education, Concordia University Chicago

**iii) Network Leadership Team**

At the network level, the Board manages the recruitment and hiring process for the Chief Executive Officer. The CEO in turn manages that process for his leadership team, which includes the Principals, the Vice President, Chief Operating Officer, Catalyst Finance Office, and the Directors of Information Technology, Human Resources, and Mission and Communications.

The Catalyst Network Leadership Team supports each school's daily financial and human resources needs, including accounts payable and receivable, payroll, insurances, licenses, and other requirements. The Network Leadership Team also develops, with Board guidance, annual budgets of the individual schools; coordinates the annual financial audit; ensures

consistency in message, culture and values, and learning techniques; manages the Board of Directors; and approaches public and private funding sources to benefit the entire operation as well as specific programs within the schools that are not funded, or not fully funded, by government sources. The Catalyst Finance Office oversees this effort, assisted by the accounting firm of Quattrro FPO Solutions and a contracted grant writer. The Director of Human Resources is committed to recruiting, hiring, training, and retaining the best because the key to classroom success is the relentless pursuit of talented, mission-driven teachers.

#### **iv) Academic Leadership Teams**

In addition, each Catalyst charter school, including Catalyst-Maria, has an on-site Academic Leadership Team comprised of a Principal, Director of Scholar Support and Enrichment, Dean of Culture and Instruction (formerly known as Dean of Students), and Director of Instruction (formerly known as Lead Teacher). These individuals are responsible for the daily academic operations of the school, including teacher training and oversight. They are the ones accountable for ensuring that the school meets its academic goals for the year.

Catalyst's goal is to make high-quality, formalized professional development opportunities available at all times. For example, new staff members participate in one week of New Hire Orientation, and all staff members attend the two-week Teacher Institute in August, as well as regular Network Formation days, weekly professional development, and other special content-oriented continuing education throughout the school year. Staff members are encouraged to seek special continuing education opportunities on their own.

The Catalyst Schools network is a member of The University of Chicago's Urban School Improvement Network. The partnership offers Catalyst Schools focused opportunities to build and sustain high-level capacity in instructional leadership, teaching, and learning.

Catalyst takes advantage of two other professional development and school improvement initiatives: the Achievement Network and the Erikson Institute New Schools Project. Catalyst teachers and school leaders, including those at Maria, take part in the Achievement Network partnership. The Achievement Network is building Catalyst's capacity in interim test item analysis and data driven instruction. Its approach has two key components:

- a. Assessments & Tools: Schools administer Achievement Network's standards-aligned interim assessments to consistently identify and close gaps in student learning.
- b. Professional Services: Achievement Network coaches Catalyst Schools on how to analyze assessment results, identify gaps in student learning, and create (and assess the effectiveness of) action plans to address the identified gaps.

Catalyst joined the Erikson Institute's New Schools Project to ensure that 100 percent of its primary students are reading at or above grade level. The New Schools Project provides multilevel professional development to increase early educators' knowledge and teaching skills, and to build strong K-3 professional learning communities. Erikson supports Catalyst teachers as they develop and demonstrate high-quality teaching that is developmentally appropriate and intellectually challenging; caring classroom communities that build social-emotional skills for high learning levels; alignment of learning expectations, curriculum, instruction, and assessments across K-3; and family-school connections.

#### Fundraising and Sustainability after Grant Period

Catalyst knows from experience that annual per-pupil allocations from Chicago Public Schools, plus Title I and Supplemental General State Aid (SGSA) funding, leaves approximately \$950,000 of the annual operating budget unfunded. A large portion of the unfunded programs are supplemental efforts, such as Project Lead the Way, that truly make the Catalyst Schools

distinctive but are outside the parameters of the per-pupil allocation. Catalyst will secure private gifts and grants to meet the remaining needs of all three charter schools. The Network Leadership Team has done this successfully for Howland and Circle Rock and for Catalyst-Maria. Several grants during FY 2013, in fact, were specifically for Catalyst-Maria, including a three year, \$500,000 grant from New Schools for Chicago to fund a portion of Project Lead the Way and other innovative curricula materials. Catalyst has raised \$1,100,000 in reserves over the past two years but develops budgets that demonstrate a sustainable structure without a need to dip into the reserves. Catalyst-Maria will also solicit charitable gifts from the thousands of alumnae of the former Maria High School who supported their *alma mater's* mission financially over the years [*application requirement f*].

***Selection Criteria (7): Existence and quality of a charter or performance contract between the charter school and its authorized public chartering agency.***

Catalyst-Maria has a charter contract issued by its LEA, the Chicago Public Schools, dated December 14, 2011. A copy of this contract is attached to this application. Catalyst Schools requires no waivers under any Federal statutory or regulatory provisions to operate Catalyst-Maria successfully [*application requirement g*].

***Selection Criteria (8): The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school.***

As the authorized public chartering agency and LEA for the Catalyst Schools, the Chicago Public Schools offers a great deal of flexibility and autonomy to Catalyst. Illinois charter schools are legally independent of the school district and organized as nonprofits with

tax-exempt status and their own Board of Directors. The Charter School Law in Illinois (SEA is the Illinois State Board of Education) notes that its purpose is to allow flexible and innovative educational techniques to occur in public school systems (Section 27A-2(a)(2)). Charters can pick their own services and vendors (27A-59(h)) and free to set their own calendars and work requirements. They can design their own curriculum as long as it aligns with state standards. The State Charter law specifically encourages charters to use teaching methods that may be different from those in other public schools; to develop new, different or alternative methods of measuring student learning; to create new professional opportunities for teachers; and provide parents and students with expanded choices. There are no prescriptions about the composition of the board of directors, and Catalyst teachers may become certified through alternative certification programs. In short, State law provides the widest degree of autonomy in how a charter school spends its budget, how it operates daily, and how it builds its staff.

In Section 27A-5(g), the State charter law notes that charters are exempt from all provisions of the Illinois school code with seven specific exceptions: criminal background checks for staff, a requirement to have a student discipline code (although specifics on how that code is written are not mandated), reporting abuse and neglect, the state's student records act, school report cards, tort immunity, and nonprofit legal indemnification requirements. Schools must comply with the health and safety standards of school code, conduct an annual financial audit and comply with FOIA and the Open Meetings Act [*application requirement d*].

## Other Attachment File(s)

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INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **MAR 06 2007**

CATALYST SCHOOLS  
C/O JOHN HENRY SILVESTRI  
1616 S SPAULDING  
CHICAGO, IL 60623

Employer Identification Number:  
20-4069346  
DLN:  
17053186043036  
Contact Person:  
DONNA ELLIOT-MOORE ID# 50304  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
DECEMBER 31  
Public Charity Status:  
170(b)(1)(A)(ii)  
Form 990 Required:  
YES  
Effective Date of Exemption:  
JULY 8, 2005  
Contribution Deductibility:  
YES

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

CATALYST SCHOOLS

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in black ink, appearing to read "Lois G. Lerner". The signature is written in a cursive style with a large initial "L".

Lois G. Lerner  
Director, Exempt Organizations  
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)

Letter 947 (DO/CG)

**Dawn E. Sandoval**

**EDUCATIONAL BACKGROUND**

Ed.S. Educational Administration, 2001  
Western Illinois University, Macomb, Illinois  
Superintendent Certification, 2004  
*Cumulative* [REDACTED]

M.A. Educational Administration, 1994  
University of Iowa, Iowa City, Iowa  
*Cumulative* [REDACTED]

B.A. Chemistry and Secondary Education with Physics and Math emphasis, 1990  
Augustana College, Rock Island, Illinois

**PROFESSIONAL WORK EXPERIENCE**

**The Ryan Fellowship, A Program of the Alain Locke Initiative**

**July 2011-Present** Chicago, IL

- Selected to the prestigious Ryan Fellowship, which prepares the most accomplished teachers in the United States, with the highest leadership potential, to become principals ready to create student achievement-accelerating urban charter schools.
- Achieved the successful completion of the Accelerate Institute, which combines the Northwestern University Kellogg School of Management coursework with The Alain Locke Initiative's pioneering coursework in achievement accelerating school leadership strategies and practices.
- Currently completing a field study at Urban Prep West Campus. During field study, complete school-based projects and observations to prepare for the defense of a leadership thesis.
- 

Fieldwork includes but not limited to **Action Research Activities:**

- Served as a thought-partner for the school leader regarding strategy of implementation of systems related to staffing, adult culture, student culture, parent engagement, development of teachers and use of data.
- Developed and implemented teacher support cycle and to include observation and feedback based on the Paul Bambrick-Santoyo model of Data Driven Instruction resulting in .54 academic gains from September to November ACT assessment cycle.
- Developed and led professional development in breaking down ACT standards into measurable objectives that resulted in 3 teachers increasing mastery by 12%.
- Created a fit/performance matrix, which identifies school values and correlated behavior; used as foundation for hiring process, informing staffing decisions and ensuring teacher retention; resulted in 4 new hires.
- Created a Staff Handbook reflecting school mission, vision and values for Human Resources, resulting in 100% staff alignment.
- Developed purpose and protocol for the School Leadership meeting aligned to KPIs on school dashboard.
- Engaged parents through Family Council meetings designed to educate parents regarding the support they can provide at home to accelerate achievement in school.
- Created first school-wide system for teacher accountability for professional responsibilities such as daily attendance, updating Powerschool grades, and classroom resources uploaded to webpage.

**Curriculum Director**, Civitas Schools, Chicago, IL (March 2008-July 2011)

- Developed 100% of curriculum professional development support for administrators, new teachers and returning staff members.

- Facilitated professional development and coaching that supported the 3-point average growth in the junior Humanities classes.
- Created the professional development for the implementation of Writer's Workshop aligned with Lucy Calkins work. The Writing teachers are incorporating modeling writing, peer editing and regular feedback and conferencing with all students.
- Created a mentor program that supported 100% of all new teachers.
- Created a yearlong assessment calendar and monthly checklist to ensure testing is organized and communicated to teachers. Coordinated with the Associate Directors to administer interim testing, skill based quarter and semester exams and the State ISAT, NWEA, EXPLORE, PLAN and ACT.
- Established the Advanced Placement courses at Civitas High Schools and coordinated and supervised 100% of AP tests and syllabi.
- Coached 100% of new teachers, AP teachers and classrooms that support the yearly initiatives such as the Writer Workshop to make sure teachers were delivering rigors lesson aligned with the College Readiness Standards.
- Created reports for the CAO and Directors that include a summary of the interim assessment data, monitor yearly growth for each cohort using the EPAS data, students on track using quarterly grades, academic distribution by academic track and gender.
- Managed the Civitas high schools curriculum budget of \$200,000.

**Assistant Principal of Curriculum and Instruction**, Moline High School, Moline School District #40, Moline, IL (August 1999-March 2008).

- Developed the process for planning, development, implementation, articulation, and assessment of the 9-12 curriculum alignment to College Readiness Standards.
- Identified curriculum that would support individualized math instruction and worked with math department chair to implement Cognitive Tutor (Carnegie Learning) in algebra classes.
- Designed curriculum map templates for teachers to be able to create core maps that included; essential questions, pacing calendars, rigorous assessments aligned to ACT, and skill mastery quarterly exit exams for 100% of cores courses.
- Executed the plan for 550 juniors to successfully take state-mandated testing for the ACT and Prairie State Achievement Exam testing at 2 sites with 99% attendance.
- Analyzed data for Work Keys, Explore and PLAN test scores for 1700 students.
- Successfully wrote Federal Grants for \$250,00 to support the after school, community and parent support programs for the Hispanic Community.
- Investigated best demonstrated instructional practices and developed professional learning sessions that motivated teachers to implement into their classes.
- Have written and received \$140,000 in grants for the improvement of instruction and assessment for the Foreign Language department.
- Developed the mentor program for 100% of new teachers to the building and district.

**Assistant Principal**, Muscatine High School, Muscatine, IA (July 1995-June 1999).

- Supervision of attendance and discipline for 800 students of the student body.
- Hired, develop schedules for, and evaluated 18 special education teachers and associates.
- Coordinated 100% of special education programs, Section 504 plans, and IEP meetings.
- Developed a minority leadership team that increased parent involvement by 22%.

**Teaching Experience**, Bettendorf High School, Bettendorf, IA (August 1990-1995)

- Instructed high school students in Chemistry, Physical Science and Algebra

[REDACTED] [REDACTED]

## Gordon Hannon

### Profile

A distinguished educator with 20 years experience, 14 as principal, teacher, and co-founder of schools for low-income, urban children that significantly outperform peer schools. Exceptional at inspiring stakeholders around mission and vision, and orchestrating a team to reach peak performance. Brings successful start up, administrative and fundraising experience, current training from Northwestern University's Kellogg School of Management, and connects easily with people of various cultural and socioeconomic backgrounds.

### Work

### Experience

**2009 – present The Catalyst Schools Chicago, IL**  
**Chief Executive Officer (Catalyst hire date: 1/1995)**

**1995 - 2009 San Miguel Schools Chicago, IL**  
**Vice President and Chief Administrator, Principal, Teacher, Co-Founder**

- Teamed with 3 colleagues to start a tuition-free middle school for low-income urban youth; developed it from a \$50,000 loan and 16 students into a private/public network of 4 schools, 130 employees, and \$8M annual budget in 12 years
- Supervised Development Director, VP for Mission Advancement, CFO, COO and Principals; facilitated strategic relations with board of directors; developed and managed \$2.7M annual budget; played key role in raising \$2.5M annually, exceeding \$3M capital campaign goal, and securing largest private and foundation gift in excess of \$7M
- Served as principal and teacher at both San Miguel Schools; created and lead a faculty that consistently outperformed peer schools in reading, writing and math and produced graduates that significantly surpassed the high school graduation and college entrance rates of their peers
- Spearheaded multi-year curriculum writing project with teacher formation and supervision to support it; earned recognition as a Model School in Reading and was recognized by US Department of Education for exemplary technology programs for minority students
- Partnered to develop nationwide network of 17 San Miguel schools that merged with the Nativity Network to leverage combined resources and create the Nativity-Miguel Network of Schools; served as founding member of the network's school assessment team and national council of principals
- Facilitated the replication of San Miguel's educational approach for Renaissance 2010, launching one charter and one contract school for the Chicago Public Schools; organized the four principals into a professional learning team and lead them through the identification of network-wide best practices and measurable achievement outcomes

**1994-1995 DeLaSalle Institute - Science and Theology Teacher, Coach Chicago, IL**

**1991-1992 St. Patrick High School - Science and Theology Teacher, Coach Chicago, IL**

**1989-1990 St. Martin's Secondary School - Science Teacher St. Vincent and the Grenadines**

**1986-1988 University of San Diego High School - Science Teacher, Coach San Diego, CA**

**Education**

**Northwestern University Kellogg School of Management 2006 – 2008** Chicago, IL  
 Executive Scholars Program – Certificate in Non-Profit Management

**DePaul University Graduate School of Education 1998 – 2003** Chicago, IL  
 Type 75 Administrative license and M.Ed. in Educational Administration and Supervision

**Catholic Theological Union and Christian Brothers Novitiate 1992 – 1994** Chicago / NY  
 Full time studies in Pastoral Care, Counseling, Philosophy and Spirituality

**University of Montana Graduate School of Zoology 1988 – 89; 1990 – 91** Missoula, MT  
 M.S.T. Biological Sciences; full time graduate teaching and research assistant

**St. Mary's University of Minnesota 1982 - 1986** Winona, MN  
 B.A. Biology and Secondary Education with IL type 09 teaching license

**International Experience**

Language, cultural, and educational studies in Mexico, Costa Rica, Colombia, Argentina and Guatemala; teaching, cultural studies and travel in West Indies, Ethiopia, Kenya and Eritrea; personal travel through Philippines, China, Thailand, Greenland, and countries of Europe

February 8, 2013

Ms. Teresa Diaz  
Compliance Coordinator  
Chicago Public Schools, Office of New Schools  
125 South Clark, 5<sup>th</sup> Floor  
Chicago, IL 60603

Dear Ms. Diaz:

As part of the Charter School Law, policy and agreement requirements for enrollment lottery, we are required to submit to the Office of New Schools within 10 days of the lottery the following: the date, time, location, of the lottery, a description of the key steps in the lottery process, and a statement of adherence to the Illinois Charter Schools Law and CPS guidelines. Below is our compliance to the above.

The Catalyst-Maria Charter School lottery was held on Monday, February 4th at 10:00 am at 6727 S. California, Chicago, Illinois. McGladrey LLP was the independent third party auditor that observed the lottery. We conducted a manual lottery process which we have summarized below.

The key steps in the lottery process are as follows:

- Determine the number of open spaces available at each grade level.
- Identify new applicants that qualify for sibling preference (if space permits at the particular grade level).
- Letters notifying parents of acceptance/non-acceptance will be sent on February 6<sup>th</sup>, 2013.
- Students are admitted from the waiting list when an opening becomes available. Parents are notified by mail. Parents are given a time frame by which to accept the open space. If parents return their letter of acceptance the student's name is removed from the wait list and the next student is contacted. If a parent accepts the open position, the parent and student proceed with our enrollment process.
- The waitlist remains active for the school year. The waitlist does not roll forward into next year. Waitlisted students are mailed new applications for the next school year.

**STATEMENT OF PRIOR FUNDING:**

While Catalyst-Maria has not yet received Planning, Program Design, and Implementation funding from either the U.S. Department of Education directly or via a sub-grant from the Illinois State Board of Education (its SEA), the Catalyst Schools network has consistently received funding for its two other charter schools from these two entities as follows:

2007-08:	\$150,000	Catalyst-Howland – Planning, Program Design & Implementation
2008-09:	\$150,000	Catalyst-Howland – Implementation
2009-10:	\$ 82,000	Catalyst-Circle Rock – Planning
2010-11:	\$225,000	Catalyst-Circle Rock – Program Design & Implementation
2011-12:	\$329,000	Catalyst-Circle Rock – Implementation

# Survey on Ensuring Equal Opportunity for Applicants

OMB No. 1894-0010 Exp. 05/31/2012  
**Purpose:** The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

**Instructions for Submitting the Survey:** *If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.*

Applicant's (Organization) Name: CATALYST Schools  
Applicant's DUNS Number: 783348225  
Federal Program: US Dept of Education CSP CFDA Number 84.282.b

PR/Award # U282B130063  
Page e74

1. Has the applicant ever received a grant or contract from the Federal government?  
 Yes  No
2. Is the applicant a faith-based organization?  
 Yes  No
3. Is the applicant a secular organization?  
 Yes  No
4. Does the applicant have 501(c)(3) status?  
 Yes  No
5. Is the applicant a local affiliate of a national organization?  
 Yes  No
6. How many full-time equivalent employees does the applicant have? (Check only one box).  
 3 or Fewer  15-50  
 4-5  51-100  
 6-14  over 100
7. What is the size of the applicant's annual budget? (Check only one box.)  
 Less Than \$150,000  
 \$150,000 - \$299,999  
 \$300,000 - \$499,999  
 \$500,000 - \$999,999  
 \$1,000,000 - \$4,999,999  
 \$5,000,000 or more

**OVERVIEW**

Dynamic Leader and skilled Executive with a track record for successfully mobilizing the energy of disparate constituencies around shared overarching goals and for marshaling the resources required to transform aspirations into concrete results. In-depth experience includes managing complex organizations where continuous success in revenue generation and the focused allocation of scarce resources are critical to realization of strategic objectives and commitment of all stakeholders.

**PROFESSIONAL EXPERIENCE**

**January 2009 to present**

**The Hopewell Group, New York and Chicago**

*The Hopewell group is a premier philanthropic advisement firm that helps to create and sustain greater impact in the philanthropic sector. The firm provides counsel regarding Individual & Family Philanthropy, Corporate Philanthropy, and Non-Profit Advisory.*

**Senior Consultant, Chicago**

Provide counsel to Catalyst Schools Chicago, a two campus Charter School network, in the areas of; building Board of Directors Capacity, clarity of Mission, increased Fundraising, and developing both a detailed operational plan and a strategic business plan for sustainable growth. Provide ongoing leadership counsel to the CEO, Principals and Management Team of Catalyst Schools. Additional counsel provided to Sprouts Academy Chicago , Word on Fire, Mundelein Illinois, and to St. Procopius Abbey, Lisle Illinois.

**AMERICAN CANCER SOCIETY, Atlanta, GA**

*The American Cancer Society (ACS) is a nationwide, community-based voluntary health organization. Headquartered in Atlanta, Georgia, the ACS has state divisions and more than 3,400 local offices.*

**Regional Vice President, Chicago, IL**

**March 2006 to December 2008**

Manage and provide leadership to a full time staff 30 and up to 500 active volunteers collectively responsible for executing the mission of the American Cancer Society in the Illinois Division consisting of 16 local regions, with an overall goal of maximizing the effectiveness of the organization in the prevention and early detection of the disease and in the delivery of services to its victims. Personally manage the day-to-day operation of the North Shore and West Cook regions as well as numerous partnerships with organizations including Corn Products, Allstate, Jewel, Turano Bakery and others; serve as a member of the Illinois Senior Management Strategic Planning Leadership team; act as the spokesperson for the American Cancer Society in the North Shore and West Cook Regions; co-chair the PIECES reward and recognition program including overseeing the nomination and selection of employees who best exemplify the organization's values; manage and develop relationships with major donors as well as with political leaders including numerous Illinois Senators and Representatives and Mayor Richard J. Daley and supervise more than 30 major income generating events on an annual basis to assure fiscal compliance and appropriate risk management as well as achievement of income objectives, a \$4.2 million goal in 2008.

- Improved the effectiveness, efficiency and image of the organization in the key Chicago territory by conducting the strategic planning process that aligned the North Shore and West Cook regions' goals and activities with the Illinois strategic plan and empowering the staff in the two regions to execute the resulting programs and activities in a collaborative manner.
- Increased new donor contributions in the North Shore and West Cook regions on a year-over-year basis.
- Developed a highly productive relationship with the Executive management team at Loyola Hospital's Cardinal Bernardin Cancer Center resulting in the establishment of a Comprehensive Patient Navigation Center at the Hospital, the development of a workplace giving option for its employees and increased sponsorship of income generating events.
- Reversed an adversarial relationship with the North Shore Women's Board, an organization that has generated more than \$1 million in contributions since its inception. Successfully aligned the Board's activities with the Society's overall mission and brought its golf, tennis and bridge events into fiscal compliance.
- Served as an American Cancer Society lobbyist for passage of the Smoke-Free Illinois legislation including testifying before the Cook County Board of Commissioners and meeting with numerous politicians in both Springfield and Chicago.

**ST. BENEDICT THE AFRICAN CHURCH, Chicago, IL**

*St. Benedict the African is a Roman Catholic Parish that was formed in 1989 through the merger of five parishes in the East Englewood neighborhood of Chicago. The parish consists of 900 families and operates an elementary school with an enrolment of 900 K-thru-8 students in addition to providing for the ongoing sacramental and human concerns of parishioners and the community.*

**Pastor**

**1989 to 2006**

Spearheaded the formation of a new faith community among the members of five legacy parishes that were no longer financially viable, with responsibilities including assembling financial, theological, architectural and professional resources; synthesizing and inculcating a common vision and securing the commitment of stakeholders at all levels of the organization with a goal of creating a vital community from among a disparate group of emotionally charged parishioners.

**ARCHDIOCESE OF CHICAGO, Chicago, IL**

*The Archdiocese of Chicago, the largest Roman Catholic diocese in the U.S., consists of 363 parishes that provide sacramental, educational, medical and charitable services to more than 1.3 million members in Cook and Lake Counties through a network of 256 schools, 20 hospitals /associated medical facilities and numerous foundations and volunteer organizations.*

**Director, Office of Research & Planning**

**1991 to 1999**

Reporting to the Archbishop/Cardinal, and as a member of his cabinet, managed a staff of eight responsible for providing research, recommendations and strategic direction regarding the allocation of scarce resources to a continuously increasing universe of meritorious options. Duties included orchestrating major strategic planning processes for the Diocese as a whole as well as for its educational system, the ninth largest elementary and high school district in the U.S.

- Based on successes in the restructuring of the Englewood community as well as in other diocesan initiatives, served as a consultant regarding strategic initiatives and pastoral development to dioceses and religious orders around the world including the Dioceses of Savannah, GA, San Bernardino, CA, Auckland and Wellington. New Zealand, the Columban Religious Order, Cebu, the Philippines and the Benedictine Order, Lisle, IL.

**CATHOLIC COMMUNITY OF ENGLEWOOD, Chicago, IL**

*The Catholic Community of Englewood was a formally structured group of religious professionals and dedicated church members formed to study and formulate plans and recommendations regarding the future of ten parishes in the economically challenged community of Chicago's south side as the demographics of the community changed from 90% Catholic to approximately 4%.*

**Moderator/Pastor**

**1983 to 1989**

Managed a staff of 35 pastors, associate pastors, principals and staff member of ten parishes in the Englewood neighborhood, while facilitating a process to identify a new financial and cultural model to revitalize the activities of the church in the Englewood community. Responsibilities included facilitating three different planning councils of up to 50 participants with a goal of building broad consensus regarding the future of the respective communities, while performing all the duties of pastor of St. Bernard's Parish.

**UNIVERSITY OF ST. MARY'S OF THE LAKE, Mundelein, IL**

*St. Mary's is a fully accredited university that offers advanced degrees in theology and pastoral ministry to candidates for the priesthood.*

**Adjunct Faculty Member, Doctor of Ministry Program**

**1985 to 2005**

Taught Systems Analysis, a course focused on change management and organizational design while acting as a thesis advisor.

**ARCHBISHOP QUIGLEY SEMINARY SOUTH, Chicago, IL**

*In 1978 Quigley was the junior seminary operated by the Archdiocese of Chicago for 800 high school students considering careers in pastoral service.*

**Chair, Counseling Department and Psychology Instructor**

**1978 to 1983**

Managed a staff of four responsible for delivering required academic and developmental counseling for all students.

### **EDUCATION**

MA – Counseling and Psychology, Loyola University Chicago, Chicago, IL  
Doctorate of Ministry (Candidate), University of St. Mary's of the Lake, Mundelein, IL  
Master of Divinity, University of St. Mary's of the Lake, Mundelein, IL  
BS – Psychology, Loyola University, Niles, IL

### **AFFILIATIONS**

Member, President's Counsel of Loyola Medicine, 2007 to Present  
Member, Leadership Greater Chicago Fellows Association Board, 2003 to 2008  
Member, St. Bernard Hospital Planning Board, 1987 to 2006  
Member, Chicago Metropolitan Planning Council Board of Governors, 1977 to 2004  
Board Member, Leadership Greater Chicago, 1993 to 1995  
Fellow, Leadership Greater Chicago, 1992 to 1993

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ACCOMPLISHED NONPROFIT STRATEGIST AND EXECUTIVE LEADER  
WITH EXPERTISE IN PROGRAM AND OPERATIONS MANAGEMENT

*Proactive, innovative executive with extensive experience in diverse nonprofit areas. Proven success in leading grant writing / awards, fundraising, team building, and operational improvement initiatives. Visionary professional with ability to identify and pursue long-range, high-impact opportunities. Core competencies:*

- Strategic Planning
- Grant Administration
- Mentoring and Coaching
- Financial Analysis
- Program and Project Management
- Educational Programs
- Budget Administration
- Relationship Building

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**PROFESSIONAL EXPERIENCE**

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The Catalyst Schools, Chicago, IL December 2009 to Present

Chief Operating Officer (Hire date: Dec. 2009)

- Work with Chief Executive Officer and Chief Administrative Officer to manage all non-educational aspects of school operations including human resources activities, budget development, facilities management, procurement and IT.

LOUIS R. LURIE FOUNDATION, San Francisco, CA 1981 to Present

Trustee (1997 to Present)

Foundation Coordinator (1981 to 1997)

Managed grant operations in Chicago. Reviewed more than 1,000 proposals to award \$30M in grants to nonprofit organizations based in San Francisco and Chicago. Conducted on-site visits of organizations to meet executive directors and leadership team. Performed due diligence; analyzed programs and financial soundness of organization.

- Played key role in urban forest program that planted 500,000 trees in Chicago. Co-launched "Neighborwoods" project, earning acclaim from Mayor of Chicago, who funded and expanded project into citywide Green Street Program.
- Formed an ad hoc group of ten foundations to discuss pressing literary issues and strategies within the Chicago Public Schools.
- Promoted school improvements and institutional change in Chicago Public Schools by supporting research and advocacy groups working on school reform.
- Initiated meetings on early childhood literacy with two major early childhood nonprofits. Meetings resulted in a new innovative approach to bringing literacy to zero to three year olds.

FREE TO FOCUS, Chicago, IL

2007 to 2009

**Co-Founder and Chief Operating Officer**

Established technology-based shared service model to provide back office support services to nonprofit organizations and independent / charter schools. Participated in developing business plan, which outlined potential improvements in nonprofit quality, efficiency, and cost savings.

- Negotiated discounted vendor fees for HR, finance, and accounting support services.
- Raised potential seed capital of \$300K in \$25K pledges.

THE LURIE COMPANY, San Francisco, CA

1981 to 2007

**Vice President and General Manager, Chicago Properties**

Directed operations, property management, and construction efforts for 3 multimillion-dollar commercial office buildings totaling 1.5M square feet. Resolved escalated property management issues. Reviewed and co-signed all budget expenditures. Negotiated contracts with architects and general contractors. Conducted on-site supervision and inspections of construction sites. Reported directly to Executive Vice President.

- Managed \$50M renovation of 23-story commercial office building. Building became 1 of only 5 office buildings in Chicago to receive EPA's Energy Star Award, 2006.
- Reduced operating costs and provided 24/7 tenant access to cooling by negotiating long-term contract for district cooling for 3 office buildings.
- Generated \$1M in additional annual revenue by identifying and pursuing opportunity to re-measure office buildings based on new national floor measurement standards.
- Saved millions of dollars over 15 years and improved quality of janitorial and housekeeping services by refining standards and workloads and later outsourcing functions to third-party vendor.
- Achieved highest tenant satisfaction rates company-wide by empowering staff.
- Reduced construction materials costs 50% by negotiating procurement programs.

*Selected additional experience:*

**Member/Selected Committees, DONORS FORUM OF CHICAGO**

**Executive Committee / Foundation Chair, BUILDING OWNERS AND MANAGERS ASSOCIATION (BOMA)**

- BOMA International Chairman's Award, 2007 and 2008
- Spearheaded initiative to create energy efficiency education program to promote no-cost and low-cost energy solutions for 8,000 professionals nationwide.

**Board of Directors Member, FRANK LLOYD WRIGHT PRESERVATION TRUST**

- Represented Trust in negotiations with University of Chicago to restore, preserve, and operate Robie House as museum.

**Board of Directors and Executive Committee Member, LEARNING POINT ASSOCIATES**

**Board of Directors Member, AMNESTY INTERNATIONAL USA**

**Co-Director of Development, FACETS MULTIMEDIA**

**Midwest Regional Director, Chicago, UNITARIAN UNIVERSALIST SERVICE COMMITTEE**

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## EDUCATION AND CREDENTIALS

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**Master of Social Science in Local Government Administration**  
UNIVERSITY OF BIRMINGHAM, Birmingham, UK

**Bachelor of Urban Planning, Minor in Sociology**  
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN, Urbana-Champaign, IL

*Professional Affiliations:* The Bigger Game Company • Coaches Training Institute

*Licensure:* Licensed Real Estate Broker, State of Illinois

**John Fletcher**  
**Director of Information Technology**

John Fletcher joined Catalyst Schools in November of 2008. He has lived in the Chicago area since 1962. His education is based in Illinois, having gone to various schools in the area until graduating with a Doctorate in Natural Healing. He has traveled internationally to various Middle Eastern Countries as well as the Far East. In the early 70's he lived in Thailand for two years.

John's computer and networking experience started in 1985. His career has progressed from computer repair and helpdesk work in the 1980s into complex networking environments, then Management of Information Technology in the 1990s. He moved into the Non-Profit arena in the mid-1990s and has served as Director of Information Technology at several Chicago non-profits.

His last engagement prior to joining Catalyst was as Information Technology Director for a \$50,000,000 North Shore nonprofit, where he administered a portfolio that included six managers as direct reports, an IT staff of 35 with a \$5,000,000 IT department budget, eight sites around the country, a 24/7 operation that included supporting 8,500 users around the world. His responsibilities also included oversight of two other departments in addition to IT: Archives Department and the Membership and Records Department.

**Michael Fehrenbach**

[mfehrenbach@catalystschools.org](mailto:mfehrenbach@catalystschools.org)

**Employment:**

- 2009 – Catalyst Schools (hire date: March 2002)**  
5608 W. Washington Blvd., Chicago, IL 60644  
Director of Mission Effectiveness  
Bring focus among all staff to the sense of mission, philosophy and spirituality underlying these public charter schools.
- 2006 - 2009 LaSalle Education Network**  
1949 W. 48<sup>th</sup> Street, Chicago, IL 60609  
President of Catalyst Schools  
Participate in executive administrative team for a network of schools and responsible for the charter and contract schools
- 2002 – 2006 San Miguel Schools, Chicago 773-890-0233**  
1949 W. 48<sup>th</sup> Street, Chicago, IL 60609  
(Contact: Edmund Siderewicz)  
Job Title: Chief Operating Officer  
Coordinate the activities of two small middle school campuses so there is internal coherence in budgeting, staff development, cultural cohesion, program development, and strategic planning; develop partnerships with other agencies in the community; serve as human resources coordinator.
- 2001 – 2002 Study
- 1995 – 2001 Midwest Province of the De La Salle Christian Brothers,**  
7650 S. Country Line Road, Burr Ridge, Illinois 60521  
(Contact: Francis Carr 630-323-3725)  
Job Title: Vice President  
Coordinate the efforts of the Midwest Province with three universities, fifteen high schools and four middle schools; create ongoing professional development opportunities for teaching, administrative and support staff from all the institutions of the Province; administer departmental budget; develop assessment criteria for schools desiring to belong to the Midwest Province network; assist administrators in addressing personnel issues throughout the province.
- 1990 – 1995 Center for Pastoral Life and Ministry, Diocese of Kansas City – St. Joseph**  
PO Box 419037, Kansas City, MO 64141  
(Contact: Denise Simeone 816-756-1850)  
Job Title: Teacher  
Collaborate with the team to create, implement and publish a teaching curriculum for adult formation across 27 counties in Western Missouri; implement strategic planning activities for parish communities; facilitate meetings.
- 1984 – 1990 Catholic Charities, Kansas City, Missouri**  
Director of the Justice Office

Administer the office and supervise staff in the development of educational models for implementing justice activities in parish communities; create sister community relationships between diocesan parishes and Central American aldeas; partner with other organizations in an effort to create a more just and peaceful community; supervise the work of the Campaign for Human Development locally; administer Campaign grants with local non-governmental organizations and community organizing groups.

**1980 – 1984 Catholic Charities, Kansas City, Missouri**

Job Title: Director of the Refugee Resettlement Office

Coordinate and administer the office as staff resettled primarily Vietnamese and Cuban refugees along with a variety of other refugees from various countries; assist individuals adjust to a new culture, learn English, find work and establish an independent life in an apartment as a productive member of US society.

**1977 – 1980 De La Salle Education Center, Kansas City, Missouri**

Job Title: Director of Counseling Services

Coordinate the institution's counseling services for 300 court adjudicated youth and high school drop-outs returning to school; supervised staff and administer the departmental budget; oversee the assignment of students to classes and follow up with grades; facilitate student/teacher relational issues.

**1973 – 1977 St. Louis Province of the De La Salle Christian Brothers**

Job Title: Recruiter

Develop work force of educators to staff a series of high schools and one university.

**1969 – 1973 Rummel High School, Omaha, Nebraska**

Job Title: Teacher

Work as part of a teaching team in the English Department; create an independent study program that addressed issues of differentiation; implement a new modular scheduling process; assistant gymnastics coach.

**Education:**

2007	Kellogg Scholar Certification in Non-Profit Management Kellogg School of Management Northwestern University Evanston, IL	
2001 - 2003	Post Masters Work toward D.Min. Wisdom University 2141 Broadway Oakland, California 94612	510-835-4827
1990	Master of Pastoral Studies Loyola University 6363 St. Charles Ave. New Orleans, Louisiana 70118	267-258-3384
1978	Master of Education Xavier University 3800 Victory Parkway Cincinnati Ohio 45207-2511	513-745-3000

1969 Bachelor of Arts  
Christian Brothers College 901-321-3290  
50 East Parkway South  
Memphis, Tennessee 38120

**Board Service:**

1995 – 2001 Provincial Council of the Christian Brothers of the Midwest  
1997 – 2001 Board of Directors, San Miguel Schools, Chicago  
2002 – 2008 Board of Directors, Brother David Darst Center, Chicago  
2005 – 2007 Service Learning Advisory Committee, Dominican University  
2008 - 2009 Illinois Network of Charter Schools Leadership Council

# Robert Hansberry Davis

[rhDavis@cps.edu](mailto:rhDavis@cps.edu)

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## *Objective*

To acquire a stimulating teaching and leadership position within CPS that will progress student academic achievement and allow for the use and development of teaching and leadership abilities while integrating the understanding that advancement in the global society and business world requires consistent refinement and acquisition of communication, interpretation, and reasoning abilities.

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## *Education*

National Louis University	Anticipated
Master of Education	Completion
Type-75 Certificate	December 2012

National Louis University	June 2007
Master of Art in Teaching	
Type 09 Certificate	
Middle School & Social Science Endorsement (History & Economics)	

Chicago State University	June 2006
Bachelor of Art	
History Major / Business Management & Administration Minor	

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## *Educational Experiences*

Austin Polytechnical Academy High School	2007-Present
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**Teacher, Service Learning Coach, Department Chair, ILT Member, & ALSC Rep**

**Head Varsity Assistant Football Coach (2008-Present)**

**Head Varsity Boys Bowling Coach (2007-2009) *Founder***

- Developed World Studies, African American History, Economics, and Seminar curriculums with emphasis on reading and writing as daily activities
  - Aligned to state and college readiness standards (Reading)
  - Employs Multiple Intelligences
  - Utilizes Inquiry Based Instruction including Document Based Questioning
  - Scaffolded and Scaled to Increase Rigor with Student Success
- Constructed uniform standards of assessment, modifications, and accommodations that assisted department in achieving an average student passing rate above 75%
  - Designed paragraph format templates in association with English department
  - Created essay and research paper rubrics for 4-year sequence
  - Established core of modifications and accommodations for all students
  - Executed administrative functions of Department Chair
- Designed and executed Action Plans for Student Development and Community Outreach sections of Instructional Mission and Vision

- Developed Service Learning Vision that outlines purpose, activities, and reflection
- Assisted with the creation and functioning of the Data Team
- Supported student and staff with the creation of a Student Government Association
- Collaborated on two SPIAAA's

- Established academic standards and supports for Football Team
  - Implemented grade and behavioral standards which eliminated academic ineligibility for varsity players and reduced freshmen academic ineligibility to fewer than 5 in last 2 seasons
  - Developed efficient feedback system for teachers concerning team member success
  - Facilitated and monitored preventive study sessions for team members
  - Active member of Coaching Pool and anticipate updated concussion certification by May 2012

Academy for Urban School Leadership 2006-2007

**Resident Teacher, Chicago Academy High School**

- Prepared U.S. History curriculum
  - Incorporated College Readiness Standards into core curriculum
    - Created ACT reading passages and questions
    - Trained in and taught Cambridge ACT preparation course
  - Utilized Document Based Questions
- Formulated classroom management and structure techniques
  - Utilized Fred Jones Classroom Management Techniques
  - Developed and presented classroom management seminar on avoiding and deescalating student-teacher conflicts
- Head Girls Varsity Bowling Coach

***Experiences***

Tallahassee Ford 2001-2004

**Sales Associate**

- Trained new sales associates in vehicle and figure presentation
- Trained new sales associates in sales procedures and documentation
- Top ten percent in sales and average front end gross profit of sales

***Additional Information***

I am a sailor with over 18 years of experience. I have completed three Races to Mackinaw Island and have multiple placements in regional and national regattas. I have taught sailing and trained novice sailors for competitive sailboat racing for the last 5 years.

***References***

Upon Request

Heather Nelson

[hnelson@accelerateinstitute.org](mailto:hnelson@accelerateinstitute.org)

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- Objective** To apply my curricular, leadership, and instructional expertise to cultivate a culture of academic achievement as a Dean at Catalyst-Maria Charter School
- EDUCATION** North Central College, BA, English & Secondary Education, *Cum Laude*, 1998 – 2001, █ GPA  
Northwestern University, Communication Sciences and Disorders, 2004 – 2006, █ GPA  
Roosevelt University, Instructional Leadership, MA, anticipated spring 2014, █ GPA
- EXPERIENCE**
- July 2012 – Present** **Ryan Fellow, 2012 Cohort, Principal Internship – The Alain Locke Initiative**  
**Gary Comer College Preparatory Charter High School, Noble Network of Charter Schools**
- Completed Transformational Leadership Accelerate Institute at Northwestern University’s Kellogg School of Business
  - Developed playbooks to ensure aspirational culture and constructive learning environment for future school launch
  - Served as a thought-partner for the school leader regarding strategy of implementation of systems related to staffing, adult culture, student culture, parent engagement, development of teachers and use of data
  - Implemented STAR Math in all grade levels and Accelerated Math in 10<sup>th</sup> & 11<sup>th</sup> grades, resulting in .7 Grade Equivalency growth from October 2012 to February 2013
  - Coached four math teachers on Comer staff to enhance classroom culture and instruction
  - Utilized STAR Math data to form “Climbers Club” remediation groups and facilitated on-going testing and professional support to Climber’s Club staff
  - Mentored students struggling to meet high behavioral expectations & coordinated parental support
  - Contributed to hiring process of new math team member
  - Led recruitment fair and facilitated Admission Information Sessions
  - Tracked, complied, & disseminated advisory data to support student recognition
- 2009 - 2012** **Perspectives Leadership Academy, Chicago, IL**  
**English Teacher**
- Taught four sections of 11<sup>th</sup> grade Latin Studies, one section of Honors 10<sup>th</sup> grade Literature, and one 11<sup>th</sup> advisory; resulted in over 2.5 points growth on Reading ACT
  - Taught five sections of English at 10<sup>th</sup> grade level (2009 to 2011)
  - Developed writing curriculum aligned to ACT College-Readiness Standards that resulted in 1.8 points (annual) growth on the English sub-test of the PLAN (EPAS) Exam
  - Authored Interim-Assessments to track academic achievement
  - Collected portfolio data to inform instruction of the Toulmin Model of Argumentation
  - Led Professional Development focused on building student relationships
  - Served as school representative for Safety Net Works anti-violence initiative
  - Collaborated with co-teacher to accommodate needs of students with an IEP

**2006 – 2009 MN Contracting and Demolition Services, Mokena, IL  
Office Manager**

- Established operational systems to facilitate start-up model
- Managed office staff of five employees
- Established sales goals and tracked progress toward goals
- Maintained bookkeeping records
- Provided customer service to facilitate timely completion of contracts

**2002- 2004 Chicago Public Schools, Corliss High School, Chicago, IL  
Writing Coordinator/ British Literature Teacher**

- Developed and implemented *Writing Across the Curriculum Literacy Initiative* resulting in a cumulative 8% increase in scores on the Prairie State Achievement Exam (PSAE) during the 2002-2003 & 2003- 2004 academic school years
- Developed benchmarks to monitor measurable progress on school-wide, summative writing assessments
- Taught British literature to three sections at the junior/ 11<sup>th</sup> grade level
- Founded and directed Writing Center and trained peer-editors to facilitate after-school tutoring program
- Supervised journalism program sponsored by the *Chicago Defender*
- Contributed data and qualitative feedback to School Improvement Plan for Professional Development (SIPPA)
- Edited school web-site and parent newsletter

**PROFESSIONAL CERTIFICATIONS, AFFILIATIONS, & ACCOMPLISHMENTS**

Illinois State Board of Education Certified Teacher: Grades 6 – 12

- Secondary: English, Type 09, Highly Qualified, Standard Certificate
- Middle School Endorsements: Language Arts & Social Science, Grade 6 – 8

Anti-violence Initiative/ Safety Net Works Liaison, Perspectives Calumet H.S. 2009- 2012

Participant, Urban Schools Initiative Summer Curriculum Seminar at University of Chicago, 2009

Member, National Council of Teachers of English (NCTE) 2002 to present

Founder and Director, Corliss High School Writing Center, 2002- 2004

Chairperson, Student Incentives Committee, Corliss High School, 2002- 2004

Supervisor, Curriculum Committee, Corliss High School, 2002- 2004

Presenter, CPS Administrative Symposium, Museum of Science and Industry, 2004

Presenter, Fry Foundation Annual Retreat, spring 2004

Member, Chicago Teachers Union, 2002- 2004

Member, Fry Foundation Team, Corliss High School, 2002- 2004

Member, Small Schools Committee, Corliss High School, 2002- 2004

Member, Corliss High School Leadership Team, 2002- 2004

**AWARDS**

Highest Advisory GPA, Perspectives Leadership Academy, Quarters 1 & 2 (2011), Quarters 2 & 3 (2010-2011)

Teacher of the Month, Perspectives Leadership Academy, February 2011

A Disciplined Life Teacher Award, November 2010

Employee of the Month, Corliss High School, April 2004

Dean's List for Academic Excellence, Northwestern University, 2004 – 2006

Goodwin Education Scholar, North Central College, 1998 – 2001

Jean Schleuter English Scholar, North Central College, 1998 – 2001

## Raymond J. White, Jr.

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### GLOBAL HUMAN RESOURCES LEADER

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Strategic, result-oriented and innovative problem solver with proven Human Resources expertise across multi-site, matrixed and global organizations, supporting employee populations of 700 to 2,200. Recognized for driving HR organizations to support the achievement of bottom line results through multi-million dollar cost savings, enhancing organizational agility, developing talented HR teams to become credible business partners, and leading cultural change. Areas of expertise include:

- Talent Management
- Employment Law
- HR M&A Due Diligence
- Leadership Development
- Global Mobility
- Union Avoidance
- Performance Management
- Global Employee Relations
- Lean Manufacturing

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### PROFESSIONAL EXPERIENCE

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**Prairie Point Consulting**, Chicago, Illinois

**2009 – present**

Principal

HR business consulting to blue chip clients in federal government contracting, IT services, telecommunications, airline, farm & construction equipment manufacturing, and nonprofit sectors. Develops strategic HR process alignment with business strategy and goals. Provides mentoring and coaching to high potential individuals and HR teams to solve critical business issues.

**Hospira Medical Products, Inc.**, Lake Forest, Illinois

**2004 – 2009**

Successful spin-off from Abbott Laboratories of \$3.6B manufacturer of generic pharmaceuticals, potent oncology drugs, and medical management systems.

Global Human Resources Leader ( Director Level Position)

Direct the HR team for key business partners in global supply chain, global engineering / tech support, global environmental health & safety and direct purchasing. Global supply chain includes six regional international hubs, as well as corporate headquarters operations of production planning and product deployment.

- Skillfully managed and negotiated transition service agreements between Abbott corporate HR and Hospira HR which resulted in saving Hospira \$350K in redundant services. Appointed by Senior VP of HR to manage and negotiate transition service agreements **Received President's Award for outstanding leadership.**
- Secured \$2.1M in reduced benefit premium costs by implementing wellness-focused Consumer Driven Health Plan (CDHP). Key member of implementation team.
- Achieved industry 'best in class' rating of 99.9% for customer service and operational efficiencies through implementation of KPIs (key performance indicators) across all domestic distribution centers.
- Reduced turnover by 8% in Global Engineering by designing and implementing a Global Engineering Excellence Award program, recognizing top engineers worldwide for product development / enhancements, engineering design excellence, and significant cost reductions to the manufacturing process.
- Performed workforce analysis to assimilate Mayne Pharma (Australia) acquisition, optimizing synergies between the two supply chain organizations, while creating significant developmental opportunities for high potential leaders in order to fill the leadership talent pipeline.

**Abbott Laboratories**, Abbott Park, Illinois  
A \$22B global health care company.

**1982 – 2004**

Human Resources Leader, Hospital Products Division (HPD), Abbott Park, Illinois, 2000 - 2004

Led the HR function for more than 700 headquarters employees, spanning diverse groups such as Quality, Materials Management, Engineering and Technical Product Development, and IT. Directed HR due diligence in support of Global Medical Products Division's acquisitions and licensures.

- Led HR Due Diligence team to achieve cost savings of \$150K through identification of management redundancies. Successfully integrated a \$170M acquisition into Abbott HR Management Systems without business interruption.
- **Received *President's Award for outstanding leadership*** for securing \$11M in cost reductions by negotiating most favorable nationwide contract labor agreement.
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Plant Human Resources Director, HPD, Rocky Mount, North Carolina, 1996 – 2000

Promoted to lead the Human Resources function at division's largest domestic plant with 2,200 employees, and plant thru put of \$270M supporting \$1.5B in sales. Directed an HR team of 26 employees to achieve site goals in cost-reduction, productivity improvement and management development. Responsible for all aspects of HR management including compensation and benefits, staffing, employee relations, employee health, security, leadership development, food service, AAP and diversity.

- Secured \$1M in cost savings by implementing new POS medical plan resulting in enhanced service and more employee choices.
- Achieved plant savings of \$350K in workers' compensation liability costs with implementation of dedicated case manager to manage personal and work related injuries.
- Reduced EEOC complaints by 50% by implementing an innovative, plant wide peer review problem-solving process. Resulted in a more collaborative process and improved employee morale.
- Designed job competencies for non-exempt work force which ensured consistency and regulatory compliance. Implemented comprehensive training packages for supervisors to ensure a consistent communication process and enhanced performance.
- Reduced lab technician turnover by 12% by partnering with a local community college to develop lab chemistry courses to provide a pipeline of qualified internal candidates.

Division Human Resource Manager, Diagnostics Division, Abbott Park, IL 1986 – 1996

Led HR function for R&D and strategic business units for a \$2.2B division and market leader of in vitro diagnostics testing. Primary responsibilities included leading AAP / EEO compliance programs, organization development, employee relations, cultural change, compensation and EEO compliance programs for approximately 700 employees. Division has global charter, is ISO certified and has TQM Learning Strategy for all 11,000 employees worldwide.

- **Received *Chairman's Award, company's highest award for outstanding leadership*** by developing job competencies for 1,200 world-class scientists that defined performance expectations, management skills and business results.
- Led major organizational change within R&D as it moved to integrated business venture teams from technology group silos.
- Developed cornerstone integrated diversity strategy emphasizing awareness, recruitment and corporate culture inclusion resulting in *Fortune's* designation of *50 Best Places to Work* in 1998 until the present.

Plant Human Resources Manager, Ross Products Division, 1984 – 1986

Promoted to lead plant HR function in Sturgis, MI plant. Ross Products is a \$2.5B division of Abbott that manufactures and markets infant formula and adult nutritionals. Responsible for compensation programs, EEO & affirmative action, safety, and employee health for 24/7 operation for 800 employees.

Corporate Human Resources Employees Relations Representative, Abbott Park, IL 1982 – 1984

Clients groups include chemical, fermentation, plant maintenance, and engineering groups.

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**EDUCATION**

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Masters of Psychology, Loyola University, Chicago  
Bachelors of Psychology, Loyola University, Chicago  
Kellogg School of Management, Executive Education, Northwestern University  
Strategic Human Resource Management, Ross School of Business, University of Michigan

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**PROFESSIONAL & VOLUNTEER AFFILIATIONS**

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The Night Ministry, Board Member, Chair, Governance/Nominations Committee  
Chicago Council on Global Affairs  
Society of Human Resource Management (SHRM)  
Human Resources Management Association of Chicago (HRMAC)  
American Bar Association, Section on Employment Law and Labor Relations  
Tap Root Foundation, pro bono business consulting to nonprofit organizations



## PORTFOLIO OFFICE

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December 21, 2011

**RE: Chicago Board of Education's Decision to Approve Catalyst Schools's Catalyst-Maria Charter School**

Dear Mr. Hannon:

This correspondence serves to inform you that the Chicago Board of Education voted to approve Board Report 11-1214-EX7 on December 14, 2011. This Board Report approved the establishment of the Catalyst-Maria Charter School, a K-12 school opening in September 2012.

A copy of Board Report 11-1214-EX7 is attached for your records. We encourage you to check the board report for accuracy.

If you have any questions, I can be reached Monday through Friday from 9:00 a.m. to 5:00 p.m. at (773) 553-1338.

Sincerely,

A handwritten signature in black ink, which appears to read "Eileen Harrity". The signature is written in a cursive style and is positioned above a horizontal line.

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Eileen Harrity  
Director, School Recruitment and Selection  
Portfolio Office, New Schools and Programs

**OFFICE OF THE SECRETARY  
BOARD OF EDUCATION — CITY OF CHICAGO**

STATE OF ILLINOIS  
County of Cook

I, Estela G. Beltran, Secretary of the Board of Education of the City of Chicago, in the County of Cook and State of Illinois, DO HEREBY CERTIFY that the annexed and foregoing is a true and correct copy of that certain BOARD REPORT 11-1214-EX7 now on file in my office, BOARD REPORT 11-1214-EX7 - APPROVE THE GRANTING OF A CHARTER AND ENTERING INTO A CHARTER SCHOOL AGREEMENT WITH CATALYST SCHOOLS, AN ILLINOIS NOT FOR PROFIT CORPORATION

I DO FURTHER CERTIFY that the said BOARD REPORT 11-1214-EX7 was presented to and approved by the Board of Education of the City of Chicago at its regular meeting held on the 14th day of December, A.D. 20 11, and deposited in my office on the 14th day of December, A.D. 20 11.

I DO FURTHER CERTIFY that the original, of which the foregoing is a true copy, is entrusted to my care for safekeeping and that I am the lawful keeper of the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the corporate seal of the Board of Education of the City of Chicago aforesaid at the City, in the County and State aforesaid, this 16th day of December, 20 11.

[L.S.]

  
Secretary

**APPROVE THE GRANTING OF A CHARTER AND ENTERING INTO A CHARTER SCHOOL AGREEMENT WITH CATALYST SCHOOLS, AN ILLINOIS NOT FOR PROFIT CORPORATION**

**THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:**

Approve the granting of a charter and entering into a Charter School Agreement with Catalyst Schools for a five-year period. The Charter School Agreement is currently being negotiated. The authority granted herein shall automatically rescind in the event a written Charter School Agreement is not executed by the Board and the charter school's governing board within 120 days of the date of this Board Report. The agreement authorized herein will only take effect upon certification by the Illinois State Board of Education. Information pertinent to this agreement is stated below.

**SCHOOL OPERATOR:** Catalyst Schools  
5608 West Washington Blvd.  
Chicago, IL 60644  
Phone: (773) 295-7001  
Contact Person: Gordon Hannon

**CHARTER SCHOOL:** Catalyst-Maria Charter School  
6727 S. California Ave.  
Chicago, IL 60629  
Phone: (773) 534-1753  
Contact Person: Gordon Hannon

**OVERSIGHT:** Portfolio Office  
125 S. Clark, 5<sup>th</sup> Floor  
Chicago, IL 60603  
Phone: (773) 553-1530  
Contact Person: Oliver Sicat, Chief Portfolio Officer

**DESCRIPTION:** The Charter Schools Law (105 ILCS 5/27A-1 et seq., as amended) provides that up to 70 charter schools may be operated in the city of Chicago. Proposals to operate charter schools are submitted to the Board for evaluation pursuant to the standards set forth in 105 ILCS 5/27A-8, and the Board convenes a public meeting to obtain information to assist in its decision to grant or deny each proposal and report its action to the Illinois State Board of Education. The State Board determines whether the approved charter school proposal and the proposed contract satisfy the provisions of the Charter Schools Law and, if so, certifies the charter school.

**CHARTER APPLICATION PROPOSAL:** The Catalyst Schools proposal was submitted by Catalyst Schools and received by the Board in August 2011. The mission of Catalyst Schools is to provide quality educational choice to urban students who have not been adequately served by existing educational institutions through the use of a curriculum and instruction that focuses on reading and math. Catalyst-Maria Charter School will open in the fall of 2012, serving 600 students in grades K-5 and grade 9. The school will add grades in subsequent years before reaching full capacity in September 2015, with 1100 students in grades K-12. The school will be located at 6727 S. California Ave. This site is currently occupied by Maria High School. Maria High School and Catalyst-Maria Charter School will share occupancy of the site for one year with Maria High School serving students in grades 10-12 and Catalyst-Maria Charter School serving students in grades K-5 and 9, during the 2012-2013 school year, as Maria High School transitions towards permanent closure. A shared use agreement between the schools will identify what portions of the building shall be occupied by each school and what portions of the building shall be designated as common areas. In June 2013 Maria High School will close and Catalyst-Maria Charter School will be the sole occupant of the 6727 S. California Ave. site. A public hearing, as required by statute, was held on November 22, 2011.

**TERM:** The term of the Catalyst Schools charter and agreement shall commence July 1, 2012 and end June 30, 2017.

**AUTHORIZATION:** Authorize the General Counsel to include relevant terms and conditions, including any indemnities to be provided to the charter school, in the written Charter School Agreement, which shall reflect resolution of any and all outstanding issues between the Board and the governing body of the charter school including, but not limited to: site location, enrollment, educational program, financial controls and practices, academic accountability and evaluations. Authorize the President and Secretary to execute the Charter School Agreement. Authorize the Executive Officer of the Office of New Schools to issue a letter notifying the Illinois State Board of Education of the action(s) approved hereunder and to submit the approved proposal and signed Charter School Agreement to the Illinois State Board of Education for certification.

**LSC REVIEW:** Approval of Local School Council is not applicable to this report.

**AFFIRMATIVE ACTION:** Not applicable.

**FINANCIAL:** The financial implications will be addressed during the development of the 2012-2013 fiscal year budget. Since the School Code of Illinois prohibits the incurring of any liability unless an appropriation has been previously made, expenditures beyond FY12 are deemed to be contingent liabilities only, subject to appropriation in subsequent fiscal year budgets.

**GENERAL CONDITIONS:**

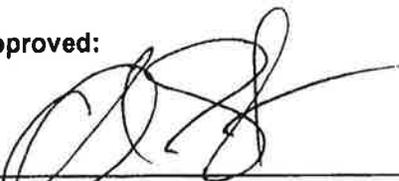
Inspector General - Each Party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the Provisions of 105 ILCS 5/34-21.3, which restricts the employment of, or the letting of contracts to, former Board members during the one-year period following expiration or other termination of their terms of office.

Indebtedness - The Board's indebtedness Policy adopted June 26, 2006 (96-0626-P03), as amended from time to time, shall be incorporated into and made a part of the agreement.

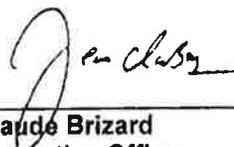
Ethics — The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time shall be incorporated into and made a part of the agreement.

Approved:



Olier Sicat  
Chief Portfolio Officer

Respectfully Submitted:



Jean Claude Brizard  
Chief Executive Officer

Within Appropriation:



David G. Watkins  
Chief Financial Officer

Approved as to Legal Form: 



Patrick J. Rocks  
General Counsel

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**Budget Narrative – Catalyst-Maria Charter**

	<u><b>2013-14</b></u>	<u><b>2014-15</b></u>
<b>1. Project Lead the Way (PLTW):</b>		
Course Cost: Introduction to Engineering Design	\$ 830	\$ 615
Course Cost: Principles of Engineering	\$ 0	\$ 10,040
Teacher Training Costs	\$ 3,200	\$ 3,200
PLTW Computers for High School	\$ 7,000	\$ 7,000
PLTW Software for High School	\$ 4,200	\$ 4,200
<b>Total for IED, POE:</b>	<b>\$ 15,230</b>	<b>\$ 25,055</b>
<b>2. Carnegie Learning/Cognitive Tutor</b> (blended textbook and software package)		
- Elementary School (grs. 6-8)	\$ 30,000	
- High School (grs. 9-11)		\$ 45,000
<b>3. Singapore Math</b>		
- Grades three through five	\$ 5,000	
<b>4. Laptop Computers &amp; Cart/PLTW</b>		
- 32 laptops @ \$850 per unit	\$ 27,200	
- 1 30-unit laptop mobile charging cart	\$ 1,900	
<b>5. Vernier Equipment for Science Lab</b>		
- LabQuest Mini for Chemistry \$149.00 per unit for 6 units	\$ 894	
- LabQuest Mini for Physics \$149.00 per unit for 10 units	\$ 1,490	
<b>6. Computer Lab for Middle School</b>		
- 34 4GB desktop computers @ \$850 per unit	\$ 28,900	
<b>7. Two Science Laboratories for K-6</b>		
(@ \$12,000 each – includes Vernier kits, glassware, other lab materials)		\$ 24,000
<b>8. Classroom Libraries</b>		
- K-7 (16 classrooms @ \$5,000 each)	\$ 80,000	
- 8-12 (18 classrooms @ \$5,000 each)		\$ 90,000
<b>9. Travel to U.S. Dept. of Ed. Training</b>		
- \$600 each for three representatives (flight, hotel, transportation)	\$ 1,800	
<b>GRAND TOTALS:</b>	<b>\$192,414</b>	<b>\$184,055</b>

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

Catalyst Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00				0.00
2. Fringe Benefits	0.00	0.00				0.00
3. Travel	1,800.00	0.00				1,800.00
4. Equipment	186,584.00	170,200.00				356,784.00
5. Supplies	0.00	0.00				0.00
6. Contractual	4,030.00	13,855.00				17,885.00
7. Construction	0.00	0.00				0.00
8. Other	0.00	0.00				0.00
9. Total Direct Costs (lines 1-8)	192,414.00	184,055.00				376,469.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	192,414.00	184,055.00				376,469.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.

Name of Institution/Organization Catalyst Schools	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00				0.00
2. Fringe Benefits	0.00	0.00				0.00
3. Travel	0.00	0.00				0.00
4. Equipment	0.00	0.00				0.00
5. Supplies	0.00	0.00				0.00
6. Contractual	0.00	0.00				0.00
7. Construction	0.00	0.00				0.00
8. Other	0.00	0.00				0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00				0.00
10. Indirect Costs	0.00	0.00				0.00
11. Training Stipends	0.00	0.00				0.00
12. Total Costs (lines 9-11)	0.00	0.00				0.00

**SECTION C - BUDGET NARRATIVE (see instructions)**

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 07/31/2014

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mr .	Gordon		Hannon	

Address:

Street1:	6727 South California Avenue
Street2:	
City:	Chicago
County:	Cook
State:	IL: Illinois
Zip Code:	60629
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
773-897-5815	773-897-5821

Email Address:

GHannon@catalystschools.org

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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